REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY

FOR

THE YEAR 1881-82.

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1882.

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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

FOR THE YEAR 1881-82.

The total sum (exclusive of balances) which formed the income of the Educational Department in 1880-81 and 1881-82 was as under :—

	1880-81.	1881-82.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Funds	10,89,118	11,28,148	39,030	...
Cess	7,46,698	7,63,307	16,609	...
Fees { Provincial	1,80,451	1,99,282	18,831	...
Fees { Local	1,29,107	1,52,492	23,385	...
Funds of Native States	1,93,665	.....	...	1,93,665
Subscriptions	24,743	22,336	...	2,407
Municipal Assignments	81,180	82,342	1,162	...
Interest on Endowments	57,723	49,029	...	8,694
Miscellaneous	18,103	26,321	8,218	...
Total of Local Funds ...	14,31,670	12,95,109	68,205	2,04,766
Grand Total ...	25,20,788	24,23,257	1,07,235	2,04,766

The increase in the Provincial expenditure is fully explained in subsequent paragraphs. The increase in cess receipts is due to the recovery of arrears. The increase in fee receipts is due to the increase in the number of schools and scholars. The decrease in the funds of Native States is nominal only, as the receipts* for certain schools in the Northern Division have been taken off our books. The decrease in subscriptions is due to smaller receipts on account of buildings. The increase under Municipal Assignments is due partly to the increased grants paid by the Sholápur and Pandhárpur Municipalities and partly to the recovery of arrears. The decrease under Interest on Endowments is nominal only, being due to late recovery under several funds. The increase under Miscellaneous is due partly to the inclusion of the sale-proceeds of the pottery department of the School of Art and partly to large receipts from the agricultural and industrial schools.

* See page 20 of the annual report for 1880-81.

2. The expenditure of the department during the year 1881-82 was as follows :—

	From Provincial Funds.			From Local Funds.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges ...	38,953	15	5	.....			*38,953	15	5
Inspection and subsidiary charges ...	1,72,013	10	8	9,672	8	7	†1,81,686	3	3
Instruction (including all educational expenditure not coming under the above heads)	9,17,181	3	7	12,67,980	13	6	‡21,85,162	1	1
Total ...	11,28,148	13	8	12,77,653	6	1	24,05,802	3	9

* This includes salaries and travelling allowances (Rs. 36,675-6-0) drawn by the Director of Public Instruction and his establishment, and the amount spent on contingencies (Rs. 2,278-9-5).

† This includes salaries drawn by Inspectors, Deputy Inspectors and their establishments; also travelling allowances and contingencies.

‡ This includes salaries of Professors and Masters, scholarships, Translation Department, grants for building school-houses, grants made to private institutions, contingencies, expenditure on education from the Dakshina Fund and other miscellaneous charges; also charges on account of the University, Grant Medical College and Medical Schools.

N.B.—The expenditure of Rs. 1,969-3-5 on account of dakshina to Brahmins and allowances to the establishment of the Dakshina Examiner is not entered, as these are not educational charges.

3. The expenditure from Departmental Funds shows an increase for the year as under :—

	1880-81.			1881-82.			Increase.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
From Provincial Funds	10,89,118	14	11	11,28,148	13	8	39,029	14	9
From Local Funds	*11,51,290	10	8	12,77,653	6	1	1,26,362	11	5
Total ...	22,40,409	9	7	24,05,802	3	9	1,65,392	10	2

* Exclusive of Rs. 2,06,644-0-2, being expenditure on Native State schools in the Northern Division, no longer shown on our books.

Taking Provincial and Local Funds together I find the net increase distributed as under :—

	Rs.	a.	p.
Inspection	8,549	7	6
Instruction	1,56,992	11	9
	1,65,542	3	3
Deduct—Decrease on Direction ...	149	9	1
Net Increase ...	1,65,392	10	2

4. The Budget allotments of Provincial grants and the expenditure under each head were as under :—

	Allotment.	Expenditure.	Excess.	Saving.
22.—*Education.*	Rs.	Rs.	Rs.	Rs.
1. University	27,009	27,009	...	...
2. Direction	40,000	38,954	...	1,046
3. Inspection	1,90,000	1,87,596	...	2,404
4. Government Colleges (General)	1,34,000	1,28,519	...	5,481
5. Do. do. (Special)	75,000	73,813	...	1,187
6. Do. Schools, High	2,35,120	2,38,263	3,143	...
7. Do. do. Middle	72,130	76,553	4,423	...
8. Do. do. Low	750	734	...	16
9. Normal Schools and Training Colleges ...	44,000	44,317	317	...
10. Technical Schools	27,000	34,242	7,242	...
11. Scholarships	31,000	29,335	...	1,665
12. Grant for the Encouragement of Literature.	8,000	7,184	...	816
13. Grant-in-aid—				
A. Grant-in-aid by results	80,000	1,00,351	20,351	...
B. Other Grants	26,460	27,332	872	...
C. Building Grants	40,540	51,938	11,398	...
14. Miscellaneous—				
A. Issue of books gratis	1,200	1,200	...	...
B. Petty constructions and repairs	400	278	...	122
C. Miscellaneous	.....	290	290	..
Total Education ...	10,32,609	10,67,908	48,036	12,787
15. Examination charges	600	594	...	6
24.—*Medical Schools.*				
16. Grant Medical College—Medical Schools...	35,000	46,007	11,007	...
Allowance under Treaties and Engagements—				
17. Dakshina Fund	18,712	18,712	...	...
Contribution to Local Funds—				
18. Provincial Grant for Primary Schools ...	2,69,223	2,69,223	...	...
Total ...	13,56,144	14,02,444	59,043	12,743
Deduct—Departmental Receipts ...	2,48,243	2,74,295	26,052	...
Net Allotment and Expenditure ...	11,07,901	11,28,149	32,991	12,743
Deduct—Savings ...			12,743	
Net Excess ...			20,248	

Under *Direction* and *Inspection* there were savings on contingent grants, and some of the Inspectors were absent on leave. In *Colleges* savings were caused by the retirement of Dr. Kielhorn and by the absence of other officers on leave. The excess under *High and Middle Class Schools* is due partly to larger grants for the Elphinstone High School and partly to the fact that savings did not come up to the estimate. The excess under *Technical Schools* is owing to increased allowances drawn by Messrs. Griffiths and Terry, and to the payment of Rs. 6,414 on account of the pottery experiments conducted by Mr. Terry for several years past. The saving on *Scholarships* is due to short expenditure in colleges; and part of the grant for the *Encouragement of Literature* has been transferred to other purposes. The excess on the *Grant-in-aid by Results* is due to the payment of arrears for 1880-81. The excess on *Other Grants* is due to a larger payment to the Anjuman-i-Islam. The excess under *Building Grants* is nominal only, the savings being less than the Accountant General's estimate.

5. The following table gives in detail the variations in the Provincial expenditure as compared with the figures for the previous year. In this table, fees and other receipts have been deducted from the Provincial expenditure :—

	Actual Expenditure from Provincial Funds.			
	1880-81.	1881-82.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Abstract.				
Direction and subsidiary charges	39,104	38,954	... ..	150
Inspection and do.	1,63,795	1,72,013	8,218	... ..
Instruction (including all expenditure not coming under the above heads)	8,86,219	9,17,181	30,962	.....
Total ...	10,89,118	11,28,148	39,180	150
Detail of Instruction.				
University	31,239	27,009	.....	4,230
Colleges or Departments of Colleges	1,70,896	1,77,683	6,787	.....
Normal Schools ... ... —	43,449	43,695	246	.....
Technical Schools	22,751	26,816	4,065	.....
Boys' Schools. High Schools	1,06,176	97,949	.....	8,227
Boys' Schools. Anglo-Vernacular, 1st Grade.	42,549	36,718	.....	5,831
Boys' Schools. Do. 2nd Grade.	5,226	11,415	6,189	... ..
Boys' Schools. Lower Class, Primary ..	2,45,106	2,36,621	.....	8,485
Girls' Schools for Natives	16,967	18,029	1,062	.....
Grants-in-aid... On the system of payments by results	69,999	1,00,336	30,337	.....
Grants-in-aid... Other grants for instruction.	28,346	48,004	19,658	.....
Grants-in-aid... Building Grants	18,935	6,216	... ..	12,719
Buildings	23,171	24,543	1,372	.....
Scholarships and Prizes	35,086	35,351	265	.....
Translation Department	9,144	10,722	1,578	.. ...
Miscellaneous	17,179	16,074	.....	1,105
Total Instruction ...	8,86,219	9,17,181	71,559	40,597
Add—Charges on account of Direction and Inspection	2,02,899	2,10,967	8,068	.....
Grand Total ...	10,89,118	11,28,148	79,627	40,597
		Deduct—Decrease ...	40,597	
		Net Increase ...	39,030	

The increase under *Inspection* is mainly due to the presence of all the permanent incumbents, but there was additional expenditure on account of the new Deputies for Hindustáni schools. The decrease under *University* is due to a reduction of the Government grant. The increase under *Colleges* is due to the working of the rules for the payment of officers on the graded list. The increase under *Technical Schools* is due partly to increased salaries paid in the School of Art and partly to increased expenditure on contingencies. The decrease under *High and 1st Grade Schools* is due to an increase in fee receipts. The changes under *2nd Grade and Primary Schools for Boys and Schools for Girls* are, in the main, mere adjustments against the Provincial grant-in-aid of District Funds; but there is a net decrease of Rs. 1,374, as the figures for 1880-81 were increased by the recovery of arrears and by special payments in aid of the purchase of

books and furniture. The increase under *Grants-in-aid on the system of payment by results* is mainly due to the payment of the arrears for 1880-81, but there is also an increase in the number of aided schools. The increase under *Other Grants* is due to the payment of endowment grants, and this payment necessitated short payments for *Building Grants*. The increase under *Buildings* is due to larger grants having been claimed to meet subscriptions in aid of Government schools. The increase under *Translation* is due to the presence of the permanent officers. Under *Miscellaneous* there is a decrease, owing to reduced expenditure on the patronage of literature and to the absence of special grants such as were paid in the previous year.

6. The expenditure from Local Funds is shown in the following statement according to divisions :—

Divisions.	1880 81.	1881-82.	Increase.	Decrease.
Central Division.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
From 1. Fees of Provincial Colleges and Schools ..	1,27,090 7 3	1,38,198 3 11	11,107 12 8	.....
2. Educational Cess Fund (including Fees of Cess Schools)	1,99,354 11 3	2,09,351 0 10	9,996 5 7	.....
3. Subscriptions	2,238 2 8	1,199 7 0	.....	1,038 11 8
4. Assignments from Municipal Funds	27,176 13 4	29,996 10 7	2,819 13 3	.....
5. Endowment Funds ...	45,090 14 7	44,766 3 2	.....	324 11 5
6. Miscellaneous	8,751 14 6	10,814 9 6	2,062 11 0	.....
Total ...	4,09,702 15 7	4,34,326 3 0	25,986 10 6	1,363 7 1
North-East Division.				
From 1. Fees of Provincial Schools	8,891 6 9	9,417 13 3	526 6 6	.....
2. Educational Cess Fund (including Fees of Cess Schools)	1,38,603 6 5	1,68,588 14 10	29,985 8 5	.....
3. Subscriptions	180 0 0	180 0 0	.....	.....
4. Assignments from Municipal Funds	4,020 0 0	4,832 13 9	812 13 9	.....
5. Endowment Funds ...	1,056 6 4	996 6 6	.....	59 15 10
Total ...	1,52,751 3 6	1,84,016 0 4	31,324 12 8	59 15 10
Northern Division.				
From 1. Fees of Provincial Colleges and Schools ...	22,547 5 0	24,325 7 9	1,778 2 9	.....
2. Educational Cess Fund (including Fees of Cess Schools)	2,30,041 15 3	2,4,5301 2 9	15,259 3 6	.....
3. Subscriptions	1,110 6 6	1,120 0 0	9 9 6	.....
4. Assignments from Municipal Funds	16,495 0 0	18,501 1 8	2,006 1 8	.....
5. Endowment Funds ...	4,902 0 8	4,845 8 10	.....	56 7 10
Total ...	*2,75,096 11 5	2,94,093 5 0	19,053 1 5	56 7 10
Southern Division.				
From 1. Fees of Provincial Schools...	12,289 2 3	13,613 0 0	1,323 13 9	.....
2. Educational Cess Fund (including Fees of Cess Schools)	1,77,361 2 8	1,958,79 0 0	18,517 13 4	.....
3. Subscriptions	6,111 15 1	5,558 0 0	.....	553 15 1
4. Assignments from Municipal Funds	4,427 8 0	4,515 0 0	87 8 0	.....
5. Endowment Funds ...	888 4 4	879 0 0	.....	9 4 4
6. Miscellaneous (Dhárwár Industrial School, &c.).	5,115 9 5	9,171 0 0	4,055 6 7	.....
Total ...	2,06,193 9 9	2,29,615 0 0	23,984 9 8	563 3 [illegible]

* Exclusive of Rs. 2,06,644-0-2, being expenditure on Native State Schools in the Northern Division, no longer shown in our books.

Divisions.	1880 81.			1881-82			* Increase.			Decrease		
Sind Division.	Rs.	a.	p	Rs	a.	p.	Rs.	a.	p.	Rs.	a	p
From 1. Fees of Provincial Schools ...	9,632	15	0	13,727	14	0	4,094	15	0	... .		
2. Educational Cess Fund (including Fees of Cess Schools)	76,498	15	3	97,425	1	9	20,926	2	6	...		
3. Subscriptions	142	3	3	120	0	0	... .			22	3	3
4. Assignments from Municipal Funds	20,139	11	10	21,670	0	9	1,530	4	11	.....		
5. Endowment Funds ..	170	0	0	373	5	5	203	5	5	.....		
6. Miscellaneous	962	5	1	2,286	7	10	1,324	2	9	.....		
Total ...	1,07,546	2	5	1,35,602	13	9	28,078	14	7	22	3	3
Grand Total ..	*11,51,290	10	8	12,77,653	6	1	1,28,428	0	10	2,065	5	5

* See note in preceding page.

The increased expenditure shown by the Central Division under Fees and Cess is due to larger fee receipts, to the opening of new primary schools, and to an increase in the scholarship allowances of the Normal schools. The decrease under Subscriptions is due to the founder's contribution for the Jagannath Shankershet School not having been received during the year. The increase under Municipal Assignments is due to larger contributions paid by Sholápur and Pandharpur and to the receipt of arrears from Kalyán. The decrease under Endowments is due to savings on the grants for scholarships and prizes. The increase under Miscellaneous is mainly due to the sale proceeds of the farm attached to the College of Science and of the pottery department of the School of Art.

The increased expenditure of the North-East Division under Fees and Cess is due to larger fee receipts and to the opening of new primary schools. The increase under Municipal Assignments is due to the receipt of arrears.

The increased expenditure of the Northern Division under Fees, Cess, and Municipal Assignments is due to large fee receipts, to the development of primary schools, and to the receipt of a municipal grant in aid of the Broach High School.

The increased expenditure of the Southern Division under Fees and Cess is due to larger fee receipts and to the opening of new primary schools. The decrease under Subscriptions is due to the fact that the figures for 1880-81 were swollen by the receipt of arrears. The increase under Miscellaneous is due to the purchase of materials for the Industrial School at Dhárwár.

Sind shows a large increase in fee receipts, owing to an increase in attendance at secondary schools, which has been secured notwithstanding the enhancement of the fee rates in 1880-81. The increase under the other heads is caused by the opening of new primary schools.

7. The following table shows at a glance the state of the department for the last five years :—

Year	Number of Schools	Number of Scholars.	Expenditure of Provincial Grants.	Expenditure of Local Funds controlled by Government Officers
			Rs.	Rs.
1877-78...	4,417	248,140	11,43,925	12,38,698
1878-79...	4,605	242,851	10,51,729	12,40 365
1879-80...	4,875	275,133	11,02,630	13,10,546
1880-81...	5,343	316,974	10,89,118	13,57,934
1881-82	5,701	358,891	11,28,148	12,77,653

8. These figures do not, however, give the whole expenditure from local sources on schools and institutions connected with Government; and a more complete table is therefore given below, which adds to the figures already noted the expenditure from private funds on aided schools, and the cost of schools belonging to Native States and inspected by the Educational Department. These additional figures are taken from returns submitted to the Inspectors, and do not include the cost of any schools not under inspection :—

	1877-78.	1878-79	1879-80.	1880 81.	1881 82.
	Rs.	Rs	Rs.	Rs.	Rs
Contribution from public revenues	11,43,925	10,51,729	11,02,630	10,89,118	11,28,148
Local Funds administered by the department	12,38,698	12,40,365	13,10,546	13,57,934	12,77,653
Estimate of expenses from private funds of aided schools	3,41,863	3,44,747	3,68,373	3,79,529	4,14,153
Expenditure on Native State and other schools under inspection only	3,34,493	3,44,770	3,56,703	*3,94,258	5,87,554
Total	30,58,979	29,81,611	31,38,252	32,20,839	34,07,508

* Includes Rs. 70,937, being expenditure on buildings in Native States omitted by mistake in 1880-81.

9. The precise distribution of the whole expenditure of the year under report is shown in the table which follows :—

STATEMENT.

Return of Expenditure on Educational

EXPEN

Class of Institutions.	Government Institutions.								Aided Institutions.							
	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees	Municipal Grants.	Subscriptions.	Other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.																
ARTS COLLEGES—ENGLISH—	85,467	..	24,228	25,405	3,000	..	853	1,38,953	5,100	..	1,544	8,378	..	850	22,706	38,578
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																
Law	3,763	..	2,028	4,880	..	..	..	10,671	..	..	..	..	..	..	..	..
Medicine	8,114	..	..	14,125	..	..	..	22,239	..	..	..	..	..	..	..	..
Engineering	50,664	..	..	5,012	..	..	..	55,676	..	..	..	..	..	..	..	..
SECONDARY EDUCATION.																
HIGH AND MIDDLE SCHOOLS—																
For Boys .. High Schools, English ..	88,898	..	5,817	84,896	7,469	2,828	82	1,89,990	30,683	..	6,064	24,444	..	3,830	22,625	87,646
For Boys .. Middle do. 1st Grade .	36,644	..	1,189	50,429	16,144	300	..	1,10,706	46,725	..	§16,700	68,739	.	27,394	45,699	2,05,257
For Boys .. Middle do. English. 2nd Grade ..	11,415	614	..	6,825	10,641	649	..	30,144	1,003	..	289	699	..	144	1,615	4,350
For Girls .. High Schools, English ..	..	..	..	..	..	..	..	..	3,997	..	..	4,340	..	588	2,800	11,725
For Girls .. Middle do. do. ..	..	..	..	..	..	..	..	..	16,136	..	6,060	30,283	..	14,415	33,600	1,00,584
PRIMARY EDUCATION.																
PRIMARY SCHOOLS—																
For Boys—Vernacular	2,37,367	5,32,862	112	1,44,918	38,357	4,259	2,119	9,59,894	9,266	2,529	6,579	5,503	100	5,360	8,247	37,584
For Girls—Vernacular	18,029	42,789	..	948	1,185	..	..	62,951	9,484	222	9,131	3,127	300	11,337	8,881	42,483
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING—																
Medical Schools	20,818	..	..	18	..	..	..	20,836	..	..	..	..	..	..	..	..
Engineering Schools	1,522	..	..	..	..	..	..	1,522	..	..	..	..	..	..	..	..
Agricultural Classes	11,232	524	..	9	2,220	141	1,740	15,866	..	..	..	..	..	..	..	..
Forest Class	1,740	..	..	..	..	..	..	1,740	..	..	..	..	..	..	..	..
Schools of Art	23,816	..	5,000	1,587	..	..	3,839	34,242	..	..	..	..	..	..	..	..
Drawing Classes	3,488	..	..	1,264	..	..	..	4,752	..	..	..	..	..	..	..	..
Industrial Schools	3,000	819	..	..	..	..	11,728	15,547	5,600	..	3,529	444	..	..	8,745	18,318
Normal Schools for Masters	28,456	..	..	2	..	..	..	28,458	..	..	..	..	..	..	..	..
Normal Schools for Mistresses	15,239	30	600	..	..	..	..	15,869	..	..	..	..	..	..	..	..
UNIVERSITY	27,009	..	..	..	..	..	..	27,009	..	..	..	..	..	..	..	..
DIRECTION	38,954	..	..	..	..	..	..	38,954	..	..	..	..	..	..	..	..
INSPECTION	1,72,013	*4,811	..	4,862	..	..	..	1,81,686	..	..	..	..	..	..	..	.
SCHOLARSHIPS AND PRIZES.																
Colleges	18,564	..	7,847	..	..	..	..	26,411	..	..	..	..	..	..	..	..
High Schools	7,104	†2,337	889	..	..	..	..	10,330	..	..	..	..	..	..	..	..
Middle Schools	1,574	†920	..	..	..	..	..	2,494	..	..	61	..	..	..	..	61
Primary Schools	14	3,308	605	..	..	..	..	3,927	..	..	215	..	507	..	..	722
Special Schools other than Normal Schools	2,235	475	1,584	..	..	..	1,286	5,580	..	..	..	..	..	..	..	..
Normal Schools	5,860	19,455	..	..	600	..	..	25,915	..	..	..	..	..	..	..	..
BUILDINGS	24,543	1,28,173	..	..	..	..	..	1,52,716	6,216	..	..	..	..	..	..	6,216
ENDOWMENTS	..	..	..	..	..	..	..	..	19,000	..	..	..	..	..	..	19,000
MISCELLANEOUS	26,796	24,187	150	594	..	..	625	52,352	..	..	..	..	..	..	..	..
Total ..	9,74,338	7,61,304	50,049	3,51,774	79,516	8,177	22,272	22,47,430	‡1,53,810	2,751	50,173	1,45,957	907	63,918	1,55,[illegible]	5,7[illegible]

* For Local Fund clerks in the Collectors' offi[illegible]
† For ces-payers' children.
‡ Exclusive of Rs. 746 paid to Municipal schools at
§ Out of this sum, Rs. 1,810 were spent from funds

RAL FORM 3.

Establishments for the official year

DITURE												AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL AS CALCULATED ON THE AVERAGE DAILY ATTENDANCE.				
Unaided Institutions under regular Inspection												Government Institutions		Aided Institutions.		Unaided Institutions
Revenues of Native States	Local Rates or Cesses	Endowments.	Fees	Subscriptions.	Other Sources.	Total	Total Government Expenditure.	Total Expenditure from other sources controlled by Government Officers.	Total Expenditure from other sources not controlled by Government Officers.	Grand Total of Expenditure	Percentage on Total Expenditure.	Total Cost.	Cost to Government.	Total Cost	Cost to Government.	Total Cost
4a	4b	4c	4d	4e	4f	4	5	6	6a	7	8	9	10	11	12	13
Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs.	Rs	Rs.	Rs		Rs a. p	Rs. a. p.	Rs a p	Rs. a p	Rs a p
5,964		270	1,062			7,296	90,567	53,486	40,774	1,84,827	5 42	513 10 4	328 9 4	303 12 3	40 2 6	398 11 0
			..	..	.		3,763	6,908	..	10,671	31	106 11 4	87 10 1		...	
				..			8,114	14,125	..	22,239	6..	143 3 6	48 7 0		....	.
						.	50,664	5,012	..	55,676	1 63	479 11 8	437 9 2			.
44,096	.	1,200	8,813	200	7,212	61,532	1,19,581	1,01,092	1,18,495	3,39,168	9 95	66 4 1	33 6 8	73 8 5	25 11 10	89 12 2
26,754	4,526	.	7,184	1,438	3,136	43,039	83,369	75,872	1,99,760	3,59,001	10 54	26 11 5	8 8 9	46 1 1	9 10 11	25 6 4
5,464	1,287	.	527	1,164		8,442	13,018	18,729	11,189	42,936	1 26	19 6 2	7 5 5			
.				.	..	..	3,997	..	7,728	11,725	34	..	.	144 12 1	86 6 0	
		..	..		..	.	16,136	..	84,448	1,00,584	2 95		..	49 5 9	13 13 9	
2,13,181	32,165	1,567	39,922	1,494	6,806	2,95,135	2 46,633	7,25,056	3,20 924	12,92,613	37 93	5 15 6	1 7 3	5 3 9	1 4 3	5 11 8
17,902	1,124	10	52		2,123	21,211	27,513	45,144	53,988	1,26,645	3 72	10 1 1	2 13 2	14 6 4	3 3 5	8 13 5
	.	.	..				20,818	18	..	20,836	·61	180 3 2	177 9 1		..	
	.		.		..		1,522		..	1,522	04	307 7 4	307 7 4		....	
		..				..	11,232	6,634		15,866	·46	86 2 11	61 0 2		.	
							1,740	..		1,740	05	174 0 0	174 0 0		....	...
				.		.	23,816	10,426	..	34,242	1 01	330 8 1	224 7 6	....	..	..
					.		3,488	1,264	..	4,752	14	8 8 6	6 4 3	.	....	..
3,514	.	..	.			3,514	8,600	12,547	16,232	37,379	1 09	163 6 12	28 10 4	82 4 10	24 14 2	146 6 9
7,245		..				7,254	28,456	2	7,254	35,712	1 04	165 12 3	111 7 3	.. ..	.	109 10 7
		.					15,230	630		15,869	47	339 5 3	268 12 3	.	..	
					..		27,009	..		27,009	79			..	. ..	..
							38,954		..	38,954	1 14		. .		..	
29,991		..	..	.	.	29,991	1,72,018	9,678	29,991	2,11,677	6 21	.		..	..	.
							18,564	7,847	..	26,411	77	. .		..	. .	..
1,989		1,022	..		236	3,247	7,104	3,226	3,247	13,577	40			.	.	
607		83		..	599	1,289	1,574	920	1,350	3,844	·11	. ..	..	..	..	
3,473		..	..	..	3,074	7,447	14	3,918	8,169	12,096	35	.	..	.	. ..	..
839		..		..		839	2,235	3,845	839	6,419	19	.	..	. ..	...	.
3,730			..	.	213	3,943	5,860	20,055	3,943	29,858	·88	.	.	....	....	. ..
78,121		.	..	..		78,121	30,759	1,28,173	78,121	2,37,053	6 96	..		..	. .	...
		..	..	..			19,000	..	..	19,000	56			....	..	....
15,255			..	..		15,255	26,796	26,664	15,255	68,715	2 02	..		..	...	..
4,58,127	39,162	4,182	57,560	4,305	24,299	5,87,554	11,28,148	12,77,653	10,01,707	34,07,508	..	.		....	.	

and in the office of the Accountant General
attending English schools
Sukkur, and shown under Government Institutions.
controlled by the Educational Department.

Detail of Miscellaneous.

	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Other Sources.	Revenues of Native States.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Translation Department	10,722	...	...	...	...	...	10,722
Encouragement to Literature...	8,384	...	...	...	...	...	8,384
Expenditure on education from Dakshina Fund ...	5,300	...	...	...	...	...	5,300
Expenses on Boarding-houses for Vernacular Masters under training at Poona and Dhárwár	1,200	...	...	...	...	...	1,200
Pension Fund for Vernacular Masters, &c.	...	*23,959	150	...	...	15,255	39,364
Sind Sudhar	...	228	...	...	625	...	853
Charges on account of certificate examinations ...	...	...	...	594	...	...	594
Grants to Mechanics' Institute	300	...	...	...	...	...	300
Grant to Geographical Society	600	...	...	...	...	...	600
Expenses incurred by Mr. Jacob while on special duty	290	...	...	...	...	...	290
Total ...	26,796	24,187	150	594	625	15,255	67,607

*Exclusive of figures in Sind which are included under Lower Class Schools.

Grants-in-aid.

10. The grants awarded during the year came to Rs. 85,090-8-0 against Rs. 80,698-13-7 in 1880-81. The increase of Rs. 4,391-10-5 is due to an increase in the number of registered schools and to the greater efficiency of the old schools. The awards for the last two years were divided as under:—

	Colleges.		Permanent Schools for Europeans and Eurasians.		Permanent Schools for Natives.		Private Schools for Natives.		Total.	
	No.	Grant.	No.	Grant.	No.	Grant.	No.	Grant.	No.	Grant.
		Rs.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
1880-81	2	3,600	28	34,890 0 0	91	37,739 5 7	19	4,469 8 0	140	80,698 13 7
1881-82	2	4,100	31	37,775 0 0	107	41,485 0 0	4	1,730 8 0	144	85,090 8 0

Awards are not always drawn during the year for which they are given, and the actual disbursements of 1881-82, which include arrears amounting to Rs. 20,382, came to Rs. 1,00,351. In addition to grants paid by results, fixed grants were paid to the institutions named below :—

	Rs.
Bombay Education Society's Byculla Schools	5,280
Sir Jamsetji Jijibhoy Pársi Benevolent Institution	6,000
David Sassoon's Reformatory...	3,600
Sanskrit Class at Násik	100
Fardunji Parek School of Industry	2,000
Rastamji Jamsetji's Gujaráti Schools...	2,260
Church of England School, Pánchgani	2,292
Anjuman-i-Islam, Bombay	5,000
Total ...	26,532

Rs. 2,751 were given to indigenous schools from Local Funds, and Rs. 27,673 were paid by Government in building grants and *special grants for endowments and apparatus, &c.

The total Government expenditure on aided institutions was, therefore, Rs. 1,57,307 against Rs. 4,15,963 expended from private sources.

	Rs.
* Endowment Grant to Byculla Education Society	10,000
Ditto to Frere-Fletcher School, Bombay	9,000
Grant for apparatus to Free General Assembly's Institution ...	1,957
Do. for furniture for the Pensioners' School, Poona	500
Total ...	21,457

Buildings.

11. The following table shows the building operations in each Division during the year :—

	Expenditure.		
	Provincial.	Local.	Total.
	Rs.	Rs.	Rs.
New Buildings.			
Central Division	16,817	9,288	26,105
North-East Division	1,331	16,092	17,425
Northern do.	253	12,712	12,965
Southern do.	4,543	27,245	31,785
Sind do.	1,321	10,602	11,923
Total ...	24,265	75,939	1,00,204
Grants-in-aid to Private Institutions.			
St. Joseph's Girls' School, Poona	1,500	.....	1,500
Do. Female Orphanage, Bándra ...	2,025	.....	2,025
St. Andrew's School, Bándra	1,062	.....	1,062
Bishop's High School, Poona	1,629	.....	1,629
Total ...	6,216	.....	6,216
Special and Ordinary Repairs.			
Central Division	278	15,415	15,693
North-East Division	.....	9,568	9,568
Northern do.	.....	11,614	11,614
Southern do.	.....	10,233	10,233
Sind do.	.....	5,404	5,404
Total ...	278	52,234	52,512
Grand Total ...	30,759	1,28,173	1,58,932

Of the total expenditure Rs. 1,629 were spent on aided High Schools, Rs. 19 on Government 1st Grade Schools, Rs. 4,587 on aided Middle Class Schools, Rs. 259 on Government Normal Schools, Rs. 1,29,493 on Government Vernacular Schools, Rs. 15,000 on the School of Art, and Rs. 7,945 on the agricultural classroom for the experimental farm at Hyderabad.

The following is the table of expenditure of Provincial Funds on educational buildings in 1881-82 required by the Resolution of the Government of India, Home Department, No. 211 of the 3rd June 1871 :—

Expenditure from Department of Public Works Budget (Provincial):—

	Rs.
(*a*) Repairs	16,150
(*b*) Minor Works (up to Rs. 1,000)	3,350
(*c*) Large Works (above Rs. 1,000)	*11,703
Total Public Works Department Budget ...	31,203

* The following are the items of expenditure for larger works in the Budget for the Public Works Department :—

	Rs.
Superintendent's quarters in the compound of the School of Art (excess expenditure over amount shown against Educational Budget) ...	2,038
Godown in the compound of the School of Art	4,470
Elphinstone High School	3,564
Foundry of the workshop of the College of Science	1,631
Total ...	11,703

Expenditure from Educational Budget (Provincial, see preceding table):—

	Rs.
(*d*) Repairs to hired buildings	278
(*e*) Minor Government do.	24,265
(*f*) Minor grants in aid (Rs. 1,000 and under)	...
(*g*) Large grants above Rs. 1,000	6,216
Total Expenditure from Educational Budget ...	30,759
Grand Total ...	61,962

Central Book Depôt.

12. The Book Depôt has paid its way throughout the year, without any subsidy from Government. The Government stock account is as under:—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance of stock on 1st April 1881	92,946	1	3	Sale proceeds, including subscriptions to Indian Law Reports, paid into the Government Treasury ...	7,478	11	6
Value of new stock received during the year	10,857	15	0	Commission...	827	4	8
Subscriptions to Indian Law Reports	3,576	8	0	Value of Indian Law Reports issued to subscribers ...	7,920	0	0
Miscellaneous	220	4	6	Loss from distribution of books gratis, reduction of prices, &c....	3,210	7	10
				Balance on 31st March 1882.	88,164	4	9
Total ...	1,07,600	12	9	Total ...	1,07,600	12	9

The number of depôts for the sale of school books is 247. The stock account of the year is as under:—

Receipts	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1881 ...	4,79,817	3	10	Value of stock sold during the year	1,86,100	9	11
Value of stock received during the year	1,41,993	5	7	Value of obsolete and damaged books, together with loss on books where prices were reduced, &c., written off	40,584	4	9
				Balance on 31st March 1882.	3,95,125	10	9
Total ...	6,21,810	9	5	Total ...	6,21,810	9	5

The cash account is as under:—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1881 ...	57,634	1	0	Paid debt of last year ...	823	2	9
Sale proceeds during the year	1,86,100	9	11	Re-invested in stock ...	93,337	2	11
Cash received for unexecuted orders	2,072	11	3	Rewards to authors ..	1,617	8	0
Refund by the Curator out of an advance for *Times of India* Calendar	1,500	0	0	Commission and discount ..	19,132	3	6
Miscellaneous	4,253	6	1	Packing, transit and contingent charges	6,942	1	5
				Insurance	2,000	0	0
				House rent	3,902	0	0
				Postage	1,133	14	0
				Dead stock	215	11	0
				Printing office forms ...	2,325	8	4
				Bonus to the Curator ...	600	0	0
				Paid to Auditor	250	0	0
				Advance for *Times of India* Calendar	1,000	0	0
				Refund of pay of Establishment	12,008	7	11
				Balance on 31st March 1882, *viz*, Cash ... 89,144-1-6 Outstandings 17,128-14-11	1,06,273	0	5
Total ...	2,51,560	12	3	Total ...	2,51,560	12	3

The following statement shows the books, maps, and apparatus purchased during the year :—

	No. of Copies.	Prime Cost.		
		Rs.	a.	p.
English	117,144	31,060	3	3
Maráthi and Anglo-Maráthi	167,972	30,945	4	10
Gujaráti and Anglo-Gujaráti	240,404	26,304	1	7
Kánarese	25,034	4,518	7	10
Hindustáni and Anglo-Hindustáni	1,191	224	4	0
	551,745	93,052	5	6

These statements are satisfactory, the general result being that we have sold school books worth Rs. 1,86,100, or Rs. 15,134 more than the sale proceeds of the previous year. On the other hand, there is a decrease of Rs. 38,732 in the balances of stock and cash which is due to a clearance of obsolete books.

Sind Depôt.

The Sind Depôt maintained 25 branches throughout the Province, and the stock account of the year was:—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance, 1st April 1881 ...	35,820	3	0	Value of books sold ...	6,474	8	0
Value of stock printed and purchased	5,390	1	6	Value of books written off...	12	15	0
				Balance, 31st March 1882 ...	34,722	13	6
Total ...	41,210	4	6	Total ...	41,210	4	6

On these figures Mr. Hart-Davies remarks—

"The number of branches has been reduced by one, but the sale proceeds have considerably risen. The figures of this year compared with those of last year show a net increase of Rs. 467-13-3. This is attributable to the increasing demand of schools for books and to the growing prosperity of schools and depôts. This year, as in the previous one, the Commissioner's Printing Press was unable to keep pace with the demand of the Educational Department. Had the supply been sufficient to meet the existing demand, the sale would have been much greater than it has been."

The detail of the new stock is—

Languages.	Number of Copies.	Value.		
		Rs.	a.	p.
Sindi books	14,367	3,465	15	0
Persian books	5,612	529	10	0
Hindu-Sindi books	1,150	1,319	8	6
Maps	30	75	0	0
Total ...	21,159	5,390	1	6

The cash account of the Sind Depôt stands thus :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1881 ...	4,073	7	8	Refund to Central Depôt ...	1,000	0	0
Sale proceeds	6,474	8	0	Purchase of books, maps, &c.	3,004	9	9
Miscellaneous	12	10	2	Commission	486	3	7
				Contingent charges ...	469	1	0
				Balance on 31st March 1882.	5,600	11	6
Total ...	10,560	9	10	Total ...	10,560	9	10

13. The results of the expenditure on instruction during 1881-82 are shown in the following table, giving the number of schools and scholars and the average attendance, &c. :—

	Number of Colleges and Schools.	Average monthly number on the rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to the average monthly number.
COLLEGES AND SCHOOLS UNDER THE GOVERNMENT EDUCATIONAL DEPARTMENT.				
Colleges	6	852	737	·86
Medical Schools	3	121·9	120 8	·99
Engineering Class	1	6·5	5·9	·91
Agricultural Class (College) ...	1	17	13	·76
*Agricultural Classes, High Schools Do. Vernacular...	8	(212·2) 9	(164·1) 7	(·77) ·78
Forest Class (College) ...	1	11	10	·91
School of Art	1	155	112	·72
*Drawing Classes	17	(691·9)	(556·83)	(·80)
Industrial Schools	3	126 8 (5·3)	100·8 (5·1)	·79 (·96)
Normal Schools for Masters ...	4	352·8	307·9	·87
Normal Schools for Mistresses ...	2	65·2	56·7	·87
High Schools	19	3,212 08	2,872·59	·89
Middle Class Schools— 1st Grade	42	4,874·3	4,237·54	·87
2nd Grade	86	2,001·2	1,555·1	·78
Lower Class Schools— Boys	3,519	216,886·3	161,392·8	·74
Girls	181	10,514·9	6,381·9	·61
Night Schools	84	2,337	1,535·2	·66
Total ...	3,784	229,738·2	169,309 9	·74
Total Government ...	3,978	241,542·98	179,446 23	·74

* The figures enclosed in brackets are counted under High and Middle Schools.

	Number of Colleges and Schools.	Average monthly number on the rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to the average monthly number.
Private Institutions receiving Aid from Government.				
College	2	142	127	·89
Schools of Industry	2	95	72	·76
David Sassoon's Reformatory ...	1	204	153	·75
High Schools { Boys'	23	1,409·7	1,191·85	·85
High Schools { Girls' ...	6	91	81	·89
Middle Class Schools { Boys' ...	55	5,371·38	4,551·35	·85
Middle Class Schools { Girls' ...	22	1,445·5	1,164·5	·81
Lower Class Schools { Boys' ...	71	5,507·31	4,399·52	·80
Lower Class Schools { Girls' ...	50	4,120·31	2,950·92	·71
Night Schools	2	133	91	·68
Indigenous Schools	73	3,539·4	2,807·4	·81
Total, Aided ...	307	22,058·60	17,589·54	·80
Private Institutions not receiving Aid, but under Inspection.				
College	1	22	18·3	·83
School of Industry at Bhúj ...	1	40·8	29·7	·73
Normal Schools	3	124·1	115·8	·93
High Schools	8	836·5	721·7	·86
Middle Class Schools	48	2,499·8	2,077·7	·83
Lower Class Schools { Boys' ...	1,185	66,182·7	51,047·8	·77
Lower Class Schools { Girls' ...	95	3,821·8	2,400·3	·65
Night Schools	48	1,268·5	787·8	·62
Total, Inspected ...	1,389	74,796·2	57,199·1	·76
Police and Jail Schools { British...	27	1,392·6	962·6	·69
Police and Jail Schools { Foreign .	3	43·5	16	·37
Total Police and Jail ...	30	1,436·1	978·6	·68
Grand Total ...	5,704	3,39,833·88	2,55,213·47	·75

14. The next table shows the distribution of all the colleges and schools connected with Government throughout the Presidency. It will be seen that figures for the Janjira, Baroda and Khairpur States have not been included, and that the returns for some of the Government stations and of the smaller States are incomplete.

DISTRIBUTION of Government Colleges and Schools, and of all Schools and Colleges Aided and Inspected by Government in the several Districts under the Government of Bombay and in the States subject to administrative supervision.

Districts and Native States.	Vernacular spoken.	Area in square miles.	Estimate of Population.	Number of Schools.	Number of scholars on the Rolls on 31st March 1882.	Percentage of scholars to population.	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.	Increase or Decrease of the Year. Schools. Increase.	Schools. Decrease.	Scholars. Increase.	Scholars. Decrease.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Central Division.													
British Districts.													
Poona..	Maráthi ..	5,348	900,621	309	17,476	1·94	1,184	221	24	15	..	2,230	..
Sholápur	Do. ..	4,521	582,487	183	7,363	1·26	712	156	29	9	..	303	..
Sátára..	Do. ..	4,988	1,062,350	242	13,806	1·29	1,343	200	24	5	..	955	..
Ratnágiri	Do. ..	3,922	997,090	144	11,208	1·13	1,301	121	32	14	..	1,623	..
Thána	Do. ..	4,243	908,546	190	10,658	1·17	2,101	153	27	12	..	1,786	..
Kolába	Do. ..	1,496	381,649	79	4,900	1·31	975	70	21	3	..	470	..
Bombay	Do. and Gujaráti.	18	773,196	160	17,583	2·27	1	1	18	14	..	1,170	..
		24,536	5,605,941	1,307	83,084	1·48	7,617	922	26	74	..	8,537	..
Native States.													
Akalkot	Maráthi and Kánarese.	498	58,040	20	756	1·30	105	15	33	4	..	156	..
Modnimb Táluka (Miraj).. ..	Maráthi. ..	89	10,086	8	249	2·48	12	8	11	..	..	21	..
Bhor	Do. ..	1,491	145,876	27	786	0·54	477	23	64	..	..	73	..
Aundh	Do. ..	213	58,916	19	723	1·22	71	18	11	3	..	112	..
Phaltan	Do. .	397	58,402	17	701	1·20	72	14	28	..	1	72	..
Jath	Do. .	700	49,486	14	617	1·25	110	14	50	..	..	97	..
Jawhár	Do. ..	534	48,556	6	287	0·59	116	6	89	..	..	28	..
Sávantvádi	Do. ..	900	174,433	46	2,606	1·49	226	37	24	3	..	354	..
Mahidurgi	Do. ..	..	.. ..	2	57	..	..	2	..	2	..	57	..
Miraj Junior (Kuroli Táluka) ..	Do. ..	..	....	2	49	..	..	2	..	2	..	49	..
		4,822	603,745	161	6,831	1·11	1,189	139	34	14	1	1,019	..
Total, Central Division ..	....	29,358	*6,209,686	1,468	89,915	1·45	8,806	1,061	27	86	1	9,556	..
North-East Division.													
British Districts.													
Khándesh	Maráthi .	9,943	1,029,246	354	20,914	2·03	2,679	292	34	37	..	2,258	..
Ahmednagar	Do. .	6,666	773,938	287	13,675	1·76	1,342	212	31	38	..	2,535	..
Násik	Do. ..	5,940	773,526	202	13,254	1·71	1,652	206	28	54	..	2,484	..
Total, North-East Division ..	....	22,549	†2,576,710	873	47,843	1·86	5,673	710	31	129	..	7,277	..
Northern Division.													
British Districts.													
Surat	Gujaráti ..	1,862	608,821	302	20,697	3·38	778	228	7	9	..	1,334	..
Broach	Do. ..	1,453	346,856	215	13,438	4·12	405	191	7	..	8	714	..
Kaira	Do. ..	1,609	803,817	206	17,535	2·18	585	159	10	1	..	1,428	..
Ahmedabad	Do. .	3,821	848,851	200	15,748	1·86	881	138	27	7	..	1,110	..
Panch Mahals	Do. ..	1,613	253,468	58	3,897	1·53	663	47	34	19	..	1,103	..
Camp Baroda	Do. .	1	4,624	1	112	2·44	1	1	1	..	..	4	..
Camp Deesa	Do. .	..	....	2	77	..	1	1	..	..	..	..	19
		10,159	2,845,437	984	71,504	2·51	3,314	765	13	36	3	5,693	19
Native States.													
Mahi Kántha Agency	Gujaráti ..	5,000	514,628	60	3,255	·63	1,645	54	91	2	..	158	..
Káthiáwár do.	Do. ..	20,542	2,348,325	630	36,848	1·57	4,879	508	40	29	..	3,847	..
Rewa Kántha do.	Do. .	4,503	541,346	74	4,703	·86	3,484	67	68	8	..	809	..
Cutch do.	Do. ..	6,500	510,659	86	5,342	1·04	1,025	64	101	2	..	120	..
Surat do.	Do. ..	1,220	150,889	26	1,436	·95	381	23	53	6	..	387	..
Cambay do.	Do. ..	350	85,909	2	365	·42	87	1	350	..	..	74	..
Pálanpur Superintendency ..	Do. ..	7,775	578,731	29	1,770	·30	1,058	25	311	1	..	176	..
		45,980	4,732,488	907	53,719	1·13	12,559	742	61	48	..	5,577	..
Total, Northern Division ..	....	56,139	7,577,925	1,891	125,223	1·65	15,873	1,507	37	84	3	11,270	19
Southern Division.													
British Districts.													
Belgaum	Maráthi, Kánarese and Hindustání.	4,658	864,014	206	15,878	1·83	1,133	151	30	6	..	3,492	..
Dhárwár	Do. .	4,574	882,907	377	27,113	3·07	1,458	292	15	13	..	5,861	..
Kaládgi	Do. .	5,757	638,403	158	9,385	1·47	1,205	138	43	..	1	1,108	..
Kánara	Do. and Konkani.	3,910	421,840	113	6,256	1·48	1,154	85	35	4	..	..	255
		18,859	2,807,254	852	58,632	2·08	4,950	661	28	23	1	10,451	255
Native States.													
Kolhápur	Maráthi and Kánarese.	3,184	800,189	165	9,547	1·19	1,107	121	26	5	..	1,100	..
Miraj	Do. ..	340	100,273	19	1,427	1·42	34	11	30	2	..	273	..
Mudhol	Do. ..	362	52,163	21	953	1·81	79	17	21	1	..	129	..
Sángli.	Do.	896	196,832	57	3,207	1·62	327	40	22	8	..	525	..
Lakshmeshvar (Miraj)	Do. ..	61	10,274	8	753	7·30	14	2	30	1	..	..	191
Savanur	Do. .	70	14,763	6	384	2·60	25	3	23	..	..	20	..
Rámdurg	Do. .	140	29,670	7	368	1·24	..	4	35	1	..	128	..
Jamkhandi	Do. ..	492	83,917	16	72	..	..	..	..	..	..	14	..
Kurundvád	Do. ..	182	60,998	4	217	·36	..	2	91	..	..	55	..
		5,727	1,348,979	303	16,928	1·24	1,586	200	28	18	..	2,244	191
Total, Southern Division ..	....	24,586	†4,156,233	1,155	75,560	1·81	6,536	861	28	41	1	12,695	446

* According to the census of 1881. † Figures furnished by the Collectors.

Districts and Native States.	Vernacular spoken.	Area in square miles.	Estimate of Population.	Number of Schools.	Number of scholars on the Rolls on 31st March 1882.	Percentage of scholars to population.	Number of towns and inhabited villages.	Number of villages with schools.	Average number of square miles to each village with a school.	Increase or Decrease of the Year. Schools. Increase.	Schools. Decrease.	Scholars. Increase.	Scholars. Decrease.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Sind Division.													
British Districts.													
Karáchi	Sindi, Gujaráti, Maráthi and Hindustáni.	14,115	476,841	67	4,740	·99	708	35	403	2	..	159	..
Hyderabad	Sindi. ..	9,029	754,598	113	5,890	·78	3,854	72	125	15	..	389	..
Shikárpur	Do. .	10,000	850,874	114	7,925	·93	959	88	113	10	..	838	..
Thar and Párkar	Do. and Gujaráti.	12,729	203,273	11	817	·40	51	10	1,272	..	..	18	..
Upper Sind Frontier	Sindi ..	2,139	122,710	8	351	·28	76	5	427	..	1	..	20
Total, Sind ..	....	48,012	2,408,297	313	19,723	·81	5,648	210	228	27	1	1,404	20
Aden	Arabic ..	..	....	4	627	..	..	..	..	..	..	200	..
Total, British Districts ..	....	124,116	16,343,639	4,333	281,413	1·73	27,141	3,268	37	287	5	33,562	294
Total, Native States ..	....	56,529	6,685,212	1,371	77,478	1·16	15,334	1,081	52	80	1	8,840	191
Grand Total ..	....	180,645	22,928,851	5,704	358,891	1·57	42,476	4,349	41	367	6	42,402	485

15. The next table gives the increase and decrease of schools and scholars for the year under report :—

	Number of Schools at the end of the year.				Number of Scholars at the end of the year.			
	1880-81.	1881-82.	Increase.	Decrease	1880-81.	1881-82.	Increase.	Decrease
Government Institutions.								
Colleges	6	6	...	...	925	881	...	44
Medical Schools	2	3	1	...	107	143	36	...
Engineering School ...	1	1	...	...	4	10	6	...
Agricultural Class (College)	1	1	...	...	17	11	...	6
*Agricultural Classes (High Schools).	9	8	...	1	(207)	(286)	(79)	...
Ditto Vernacular.	...	...	...	...	9	7	...	2
Forest Class (College) ...	1	1	...	...	12	11	...	1
School of Art	1	1	...	...	149	177	28	...
*Drawing Classes	9	17	8	...	(359)	(714)	(355)	...
Industrial Schools	3	3	...	...	113	149	36	...
Normal Schools for Masters	4	4	...	...	341	360	19	...
Ditto for Mistresses	2	2	...	...	66	73	7	...
High Schools	19	19	...	...	3,019	3,601	582	...
1st Grade Anglo-Vernacular Schools.	40	42	2	...	4,775	5,264	489	...
2nd Grade do. do. ...	80	86	6	...	1,864	2,305	441	...
Lower Class, Primary ...	3,338	3,519	181	...	201,970	228,819	26,849	...
Night Schools	57	84	27	...	1,708	2,453	745	...
Schools for Girls	162	181	19	...	9,838	11,296	1,458	...
Total ...	3,735	3,978	244	1	224,917	255,560	30,696	53

* The figures in brackets are counted under High and Middle Schools.

	Number of Schools at the end of the year.				Number of Scholars at the end of the year.			
	1880-81.	1881-82	Increase.	Decrease	1880-81.	1881-82.	Increase.	Decrease
Private Institutions receiving Aid from Government.								
Colleges	2	2	...	...	156	139	...	17
David Sassoon's Industrial and Reformatory Institution.	1	1	...	...	204	208	4	...
Industrial Schools	1	2	1	...	50	116	66	...
High Schools, Boys' ...	22	23	1	...	1,565	1,549	...	16
Ditto Girls' ...	2	6	4	...	25	78	53	...
Anglo-Vernacular Schools, Boy's	54	55	1	...	5,572	5,625	53	...
Ditto Girls'...	16	22	6	...	1,309	1,503	194	...
Lower Class, Primary ...	55	71	16	...	4,999	5,841	842	...
Indigenous Schools ...	75	73	...	2	3,375	3,548	173	...
Night Schools	1	2	1	...	53	175	122	...
Schools for Girls	42	50	8	...	3,799	4,338	539	...
Total ...	271	307	38	2	21,107	23,120	2,046	33
Private Institutions not receiving Aid, but under Inspection.								
College (Arts)	1	1	...	...	20	25	5	...
School of Industry... ...	1	1	...	...	39	36	...	3
Normal Schools for Masters.	3	3	...	...	146	120	...	26
High Schools	9	8	...	1	692	904	212	...
Middle Class	50	48	...	2	2,541	2,908	367	...
Lower Class, Primary ...	1,110	1,185	75	...	61,039	69,159	8,120	...
Night Schools	41	48	7	...	1,121	1,291	170	...
Female Schools	94	95	1	...	3,975	4,283	308	...
Total ...	1,309	1,389	83	3	69,573	78,726	9,182	29
Police and Jail Schools. British Districts.	26	27	1	...	1,336	1,391	55	...
Police and Jail Schools. Native States.	2	3	1	...	41	94	53	...
Total ...	28	30	2	...	1,377	1,485	108	...
Grand Total ...	5,343	5,704	367	6	316,974	358,891	42,032	115

In para. 17 of my report for 1880-81 I stated that some of the schools in the Northern Division—the Pársi Panchait schools, and many of the schools in Native States—were improperly classed as Government schools. I have now classed these schools correctly, the figures for 1880-81 being altered as under :—

Statement showing Schools and Scholars for 1880-81 *formerly shown under Government Institutions, but now transferred to Aided and Inspected Schools.*

	Number of Schools.	Number of Scholars.
Transferred to Aided Schools.		
1st Grade Anglo-Vernacular Schools	1	122
Lower Class Schools	7	532
Girls' Schools	8	474
	16	1,128

	Number of Schools.	Number of Scholars.
Transferred to Schools under Inspection.		
Normal School for Masters	1	64
High Schools	4	340
1st Grade Anglo-Vernacular Schools	5	621
2nd do. do. do.	10	408
Lower Class Schools	595	36,552
Night Schools	4	53
Girls' Schools	28	1,379
Total ...	647	39,417
Grand Total ...	663	40,545

16. The net result of the year is as follows :—

	Schools. Increase.	Scholars. Increase.
Government Institutions	243	30,643
Aided do.	36	2,013
Inspected do.	80	9,153
Police and Jail Schools	2	108
Total ...	361	41,917

The following return shows the increase and decrease in different grades of schools :—

	Number of Schools.				Number of Scholars at the end of the year.			
	1880-81.	1881-82.	Increase.	Decrease.	1880-81.	1881-82.	Increase.	Decrease.
Colleges...	9	9	...	...	1,101	1,045	...	56
Medical Schools ...	2	3	1	...	107	143	36	...
Agricultural Class (College)	1	1	...	...	17	11	...	6
*Agricultural Classes (High Schools) ...	9	8	...	1	(207)	(286)	(79)	...
Agricultural Class (Vernacular)					9	7	...	2
Forest Class (College)...	1	1	...	...	12	11	...	1
Schools of Art	1	1	...	...	149	177	28	...
*Drawing Classes ...	9	17	8	...	(359)	(714)	(355)	...
Technical Schools ...	7	8	1	...	410	519	109	...
Normal Schools ...	9	9	...	...	553	553	...	...
High Schools (Boys') ...	50	50	...	...	5,276	6,054	778	..
Do. (Girls') ...	2	6	4	...	25	78	53	...
Middle Class Schools (Boys')	224	231	7	...	14,752	16,102	1,350	...
Middle Class Schools (Girls')	16	22	6	...	1,309	1,503	194	...
Primary Schools (Boys')	4,705	5,012	307	...	275,642	312,771	37,129	...
Do. (Girls').	298	326	28	...	17,612	19,917	2,305	...
Total ...	5,343	5,704	362	1	316,974	358,891	41,982	65

* The figures enclosed in brackets are counted under High and Middle Schools.

According to Divisions the result is as under :—

	Schools.	Scholars.
	Increase.	Increase.
Central Division	85	9,556
North-East Division	129	7,277
Northern do.	81	11,251
Southern do.	40	12,249
Sind do.	26	1,384
Aden	...	200
Total ...	361	41,917

17. The figures for the last two years are as under :—

	Government Institutions.		Aided Institutions.		Inspected Institutions.		Police and Jail Schools.		Total.		Increase on previous year.	
	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.	No.	Pupils.
1880-81	3,735	224,917	271	21,107	1,309	69,573	28	1,377	5,343	316,974	468	41,841
1881-82	3,978	255,560	307	23,120	1,389	78,726	30	1,485	5,704	358,891	361	41,917

The detail of the so-called Government institutions is as under :—

	On Imperial or Provincial Budget.		Aden Schools (Municipal).		On Local Fund Budgets.		Total.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
1880-81	99	9,725	3	359	3,633	214,833	3,735	224,917
1881-82	107	10,707	3	563	3,868	244,290	3,978	255,560

THE UNIVERSITY.

18. The most important events in the history of the University during the year under report are described in the Registrar's report to the Senate :—

"*Endowments.*—Mr. Jairazbhoy Peerbhoy, a Justice of the Peace, offered to the University a sum of Rs. 5,000 in 4 per cent. Government Paper for the purpose of founding a scholarship to be annually awarded to the Mahomedan candidate who passes the Matriculation Examination with the highest number of marks, and prosecutes his studies in this University, or proceeds to England with the same view.

"At a Meeting of the Senate held on the 1st October last, this offer was accepted with the best thanks of the Senate.

"Mr. Varjivandas Madhavadas, a Justice of the Peace and Fellow of this University, has lately offered to the University a sum of Rs. 5,000 in 4 per cent. Government Paper for the purpose of founding a scholarship to be annually awarded to the candidate who passes the First Examination for the Degree of B.A. with the highest number of marks in Sanskrit. This offer will soon be submitted to the Senate for their acceptance.

"*Bye-Laws and Regulations.*—The most important alteration in the bye-laws and regulations made during the last year was the abandonment of the limit of age below which candidates were not allowed to present themselves for Matriculation. Further concessions have been made to graduates in science who may be desirous of taking degrees in Medicine and in Arts. And the Senate have lately, after consideration extending over a series of meetings, adopted, with certain modifications, a scheme laid before it by the Syndicate for new bye-laws which it is intended to substitute for the existing ones. The scheme is now before His Excellency in Council for *sanction according to the Act of Incorporation.

* Sanction has since been accorded by His Excellency in Council.

"The Baroda High School, having been raised to the rank of College under the style of the Baroda College, has been recognized in the Faculty of Arts for the purposes of the Previous Examination."

19. The result of the Entrance Examination will be noticed later on. For the higher examinations of the University the Registrar has compiled the following table :—

	Number of Colleges sending up Candidates.				Number of Candidates sent up.				Number of Candidates passed.				Religion or National Classification of Passed Candidates.					
													Natives of India					
	Government.	In Native States.	Private.	Total.	From Government Colleges.	From Colleges in Native States.	From Private Colleges.	Total.	From Government Colleges.	From Colleges in Native States.	From Private Colleges.	Total.	Christians.	Hindus.	Mahomedans.	Pársis.	Others.	Europeans.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Previous Examination ..	3	1	2	6	182	15	81	278	41	4	26	71	..	47	2	21	1	..
First B. A. Examination.	2	..	2	4	66	..	22	88	24	..	10	34	..	22	..	12	..	..
B. A. Examination (old Regulations)	2	..	2	4	90	..	35	125	28	..	8	36	..	27	..	9	..	..
First B.Sc. Examination.	1	..	..	1	2	..	..	2	2	..	..	2	..	2	..	..	..	.
Second B Sc. Examination	1	..	1	2	6	..	1	7	1	..	1	2	..	1	..	1	..	..
Master of Arts	2	..	2	4	4	..	4	8	1	..	2	3	..	2	..	1	.	..
Bachelor of Laws ..	1	..	..	1	26	..	..	26	5	..	..	5	.	4	..	1	..	.
First L. M & S. ..	1	..	..	1	41	..	..	41	23	..	..	23	2	7	..	12	..	2
L. M. & S.	1	..	..	1	22	..	..	22	14	..	..	14	..	3	..	11	..	..
First L. C. E.	1	..	..	1	22	..	..	22	15	..	..	15	..	10	..	5	..	..
L. C. E.	1	..	..	1	24	..	..	24	16	..	..	16	..	10	..	5	..	1
Total ..	6	1	2	9	485	15	143	643	170	4	47	221	2	135	2	78	1	3

I noticed last year that the figures for 1880-81 were much larger than those recorded in any previous year, but I inadvertently omitted the fact that one cause of this increase was the inclusion of two First or Previous Examinations in consequence of the new regulations overlapping those previously in force. In the year now under report there was but one Previous Examination, and the Colleges, therefore, had a more difficult task to perform if they would keep up the average of success. This task, however, proved to be beyond their strength, as the number of successful candidates fell from 324 to 221, while the number of candidates was nearly the same, being 654 in 1880-81 against 643 in 1881-82.

Comparing the detailed figures for 1881-82 with those for the previous year, I find that for the F. E. A. or Previous Examination 71* passed against 179; for the 1st B.Sc. 2 against 2; for the B.A. 36† against 34; and for the M.A. 3‡ against 4. There were also 34§ candidates who passed the 1st B.A. Examination, and 2 who passed the 2nd B.Sc. Examination—two tests which now for the first time appear in the returns. In Law 5 passed against 17 in the previous year. In Medicine, for the 1st L. M. & S. 23 passed against 21, and for the L. M. & S. 14 against 24. In Engineering 15 passed for the 1st L. C. E. against 26 the year previous, and 16‖ for the L. C. E. against 17.

Arts Colleges.

20. The statements published by the University show the position of each College in respect of the annual examinations, and I give these statements before noticing the reports of the Principals :—

* 43 selected Sanskrit as their second language, 5 Latin, and 23 Persian.

† 22 took up Sanskrit as their second language, 7 Latin, and 7 Persian. In the selected groups, 10 passed in History and Political Economy, 10 in Logic and Moral Philosophy, 7 in Mathematics, and 9 in Natural Science.

‡ One selected Sanskrit as his second language, and 2 Latin.

§ Eighteen selected Sanskrit as their second language, 9 Latin, and 7 Persian.

‖ In the selected subjects 4 passed in Analytical Geometry and Differential and Integral Calculus, 5 in Mining and Metallurgy, 5 in Mechanical Engineering, and 1 in Botany and Meteorology.

Previous Examination.

Colleges.	Number of Candidates sent up.	Number of Successful Candidates.
Elphinstone College	90	25
Deccan College	70	14
Free General Assembly's Institution	51	15
Saint Xavier's College	30	11
Gujarat College, Ahmedabad	22	2
Rájáram College, Kolhápur...	15	4
Total ...	278	71

1st Examination for the Degree of B.A.

Colleges.	Number of Candidates sent up.	Number of Successful Candidates.
Elphinstone College	38	12
Deccan College	28	12
Free General Assembly's Institution	6	2
Saint Xavier's College	16	8
Total ...	88	34

Examination for the Degree of B.A.

Colleges.	Number of Candidates sent up.	Number of Successful Candidates.
Elphinstone College	53	19
Deccan College	37	9
Free General Assembly's Institution	16	4
Saint Xavier's College	19	4
Total	125	36

The Elphinstone College passed two men in the First Examination for the Degree of B.Sc., one in the Second Examination for the Degree of B.Sc., and one in the Examination for the Degree of M.A. The Free General Assembly passed one man in the Second Examination for the Degree of B.Sc. and one in the examination for the degree of M.A., and Saint Xavier's passed one man in the examination for the degree of M.A.

With reference to these figures I note that the results of the Previous Examination were generally poor and much below those obtained in the previous year. But the best average is shown by Saint Xavier's, and the Free General Assembly is about equal to the Elphinstone and ranks above the Deccan College.

In the new examination—the first for the degree of B.A.—Saint Xavier's again has the best average, but is nearly equalled by the Deccan College. In the remaining examinations—the First Examination for the Degree of B.Sc. and the examinations for degrees—the figures generally show a slight improvement over those of the previous year, and the Elphinstone College takes the first place.

21. *Elphinstone College.*—Mr. Wordsworth reports that the changes in the teaching staff have been fewer than usual. " Dr. MacDonald, who was absent in England at the date of my last report, returned to his duties in November. In January Mr. Bhándárkar, who had occupied the second chair of Sanskrit in this College with great credit for twelve years, was removed to Poona to undertake the duties of Professor of Sanskrit in the Deccan College. As it seemed un-

desirable for various reasons to maintain two Professors of Sanskrit in this College, I recommended the appointment of a Professor of Experimental Physics,—an important branch of collegiate study, for which there was very inadequate provision—and this proposal received the sanction of Government in March 1882. Since then Mr. Kavasji Dorabji Naigamvala, M.A., who was already favourably known in this College for his scientific attainments and zeal as a teacher, has been appointed Lecturer in Experimental Physics." Additional extracts from Mr. Wordsworth's report will be found in Appendix A.

The fee receipts have risen from Rs. 16,757 to Rs. 18,192, and there is an improvement in the attendance returns, although the number on the rolls at the end of the year is a little below the figure for 1880. The following table gives the returns for three years :—

Year.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1879-80	144	149	188
1880-81	150	162	175
1881-82	158	168	181

The following is the classified list of the University examinations for the last three years :—

Examinations.	1879-80.		1880-81.		1881-82.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
F. A. Examination	80	31	72	27	...	...
Previous do.	...	...	111	47	94	25
First B. A. do.	...	...	...	...	44	12
B. A. do.	57	27	58	22	62	21
M. A. do.	3	2	3	2	2	1
First B. Sc. do.	...	...	2	2	2	2
Second B. Sc. do.	...	...	...	...	6	1
Optional F. A. do.	8	2	...	...	...	...
Total ...	148	62	246	100	210	62

22. *Deccan College.*—On the changes on the teaching staff Mr. Oxenham writes as follows :—

"I was on leave from June to November 1881 and Dr. F. Kielhorn acted for me. He retired on invalid pension on the 7th December 1881, and Assistant Professor Mr. R. G. Bhándárkar from Elphinstone College was appointed *sub-pro tem.* Professor of Oriental Languages. Professor G. W. Forrest was appointed to act as English Professor from June to 18th November 1881, and Mr. G. V. Karkarey was appointed to act as Professor of Mathematics until my return from leave."

The fee receipts have risen from Rs. 6,876 to Rs. 7,206, and there is an increase in the average daily attendance and average monthly number on the rolls but a falling off in the number on the rolls at the end of the year, the figures for the last three years being :—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the Official year.
1879-80	83	85	123
1880-81	112	114	133
1881-82	120	123	121

The returns for the University examinations are :—

Examinations.	1879-80.		1880 81.		1880-81.	
	Number sent up.	Number passed	Number sent up.	Number passed.	Number sent up.	Number passed.
F. A. Examination	46	24	46	22	...	...
Previous do.	...	...	62	30	68	14
First B. A. do.		...	...	...	30	12
Final B. A. do.	22	10	30	8	37	9
M. A. do.	2	1	1	1	...	...
Total ...	70	35	139	61	135	35

The Principal's remarks on the history of the College during the year under report will be found in Appendix B., and I may add that the regret which Mr. Oxenham expresses at the retirement of Dr. Kielhorn is shared by every member of the Department and that Government has marked its approval of Dr. Kielhorn's eminent services in this country by awarding to him the same special pension which was given to his colleague Dr. Bühler on his retirement in 1880.

23. *The Gujarat College.*—Early in the year Mr. Best obtained furlough, and was succeeded by Mr. M. M. Kunte, B.A., who took charge of the College on the 13th of June.

The fee receipts have fallen from Rs. 1,942 to Rs. 1,335, while the attendance returns are :—

Year.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year
1879-80	16	17	39
1880-81	28	32	24
1881-82	17	20	9

Extracts from the College reports will be found in Appendix C., and reference to those extracts will show that the falling off in attendance is attributed to various causes of more or less importance. The main cause, however, is the opening of a college class in the neighbouring town of Baroda. The fees levied at Baroda are said to be lower than those fixed for the Ahmedabad College, and the bad beginning which the older College has made has undoubtedly had its effect in diverting undergraduates to the newer institution. The examination returns for Ahmedabad have been as under :—

Examinations.	1879 80.		1880-81.		1881-82.	
	Number sent up.	Number passed.	Number sent up	Number passed.	Number sent up	Number passed.
Optional F. A. Examination ...	1	1	...	...	...	...
F. E. A. do. ...	...	...	6	2	...	...
Previous do. ...	...	...	37	6	22	2
Total ...	1	1	43	8	22	2

These returns are poor : but there is much force in the remarks passed by Mr. Kunte and Mr. Káthavate on the close dependence of the College upon the High School, and I am glad to report that Mr. Kunte has been successful in his

efforts to improve the High School, and that Government has lately granted the additional teachers who were required for the further development of the lower institution.

24. *Rájárám College.*—The staff remains the same as it was a year ago, but Mr. Candy was absent on leave for part of the year, Mr. Wakhárkar acting as Principal. Later on, when Mr. Wakhárkar took privilege leave, Mr. Paránjpe acted as Vice Principal and Mr. R. R. Shirgamkar, B.A., was temporarily appointed to a Professorship. The fee receipts have risen from Rs. 509 to Rs. 1,062, and the attendance for the two years the College has been open was as under :—

	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1880-81	12	12	20
1881-82	18	22	25

The examination returns for the two years are :—

	1880-81.		1881-82.	
	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination	5	2	15	

Mr. Candy remarks that the examination was a very strict one, and that the percentage of passes though not good was not worse than that of the other colleges.

25. *Aided Colleges.*—The attendance at the Aided Colleges continued to improve until the close of the year when there was a falling off. The figures for the last three years are as under :—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1879-80	70	80	113
1880-81	113	121	156
1881-82	127	142	139

The results obtained in the University examinations have already been noticed in paragraph 20.

SPECIAL COLLEGES.

26. *Law School.*—The fee receipts have risen from Rs. 3,417 to Rs. 4,880, but there is a falling off in the number of students on the rolls at the end of the year :—

	March 1881.	March 1882.
Senior students	27	29
Junior do.	38	39
Candidates for Pleaders' Examination	5	...
Jurisprudence Class	82	68
Total ...	152	136

The only change in the teaching staff occurred in November, when Mr. K. T. Telang was appointed to act as Government Professor in place of Mr. Webb. Of the examination results Mr. Jardine reports as follows :—

"In September last the usual annual examination of the Jurisprudence Class was held by me at the Elphinstone College; 65 candidates presented themselves on the day appointed, of whom 45 successfully passed the ordeal * * * * * * * * * * * * * * Twenty-seven candidates presented themselves for the LL.B. Examination of the Bombay University held in November 1881, of whom 5 were successful and one obtained a first class. Although this success falls below that of the previous two years, it must not be forgotten that this year various new subjects were introduced into the examination and the standard required for a pass was materially raised."

27. *Grant Medical College.*—Extracts from Dr. Cook's report will be found in Appendix D. It will be seen that the College suffered from unavoidable changes in the teaching staff, but that additional strength has been gained for the future by the appointment of a full-time Professor of Pathology who will also be 3rd Physician in the Hospital and Curator of the Museum. This new appointment has enabled Government to relieve the Principal Medical Store-keeper of the lectures on Materia Medica, which are now given by the 2nd Surgeon of the European General Hospital who formerly held the chair of Pathology. The fee receipts have advanced from Rs. 13,825 to Rs. 14,125, and the number of students in the University classes is the largest number as yet borne on the College rolls. For the whole College the classes are as under :—

	31st March 1881.	31st March 1882.
Graduates and Undergraduates...	238	243
Hospital Apprentices	42	40
Midwife Class (Gujaráti)	2	.....
Total ..	282	283

The results of the year were satisfactory. Five students obtained certificates from the College with the view of prosecuting their studies in England. Forty-four students sent in their names for the First L. M. &. S. Examination of the Bombay University, and 23 passed, four in the first and 19 in the second class. In the Final Examination for the L. M. &. S. Degree there were 27 candidates and 14 passed, 5 in the first and 9 in the second class. In the Hospital Apprentice Class 9 candidates passed the final examination, and the two female students having finished their course of study were examined and found qualified for the usual certificates. Dr. Cook reports that the College prizes, including the Jamsetji Jijibhoy Book Fund, have been distributed as usual. He also records receipt of two new prizes founded in honour of a former Principal. Dr. Cook's account of these endowments, his remarks on the *Materia Medica* collection and the Museum, and a tabular statement of lectures delivered in the two sessions will be found in the extracts referred to above.

28. *The College of Science.*—Dr. Cooke returned from furlough in November, displacing Khán Báhádur Bomanji Sorábji, L.C.E., who had been acting as Professor of Mathematics. No other change of importance occurred during the year.

The fee receipts have fallen from Rs. 5,917 to Rs. 5,012, and there is a decrease in the attendance returns of all the classes except the University classes.

The figures for the different classes are as under :—

	1880 81.	1881-82.
Civil Engineering Department...	86	90
Agricultural do.	17	11
Forest Department	12	11
Mechanical do. (workshops)	73	61
Total ...	188	173

Dr. Cooke submits a satisfactory account of the *University or Civil Engineering Department.* "The students in this Department did well at the University examinations; 24 and 22 presented themselves for the L.C.E. and F.C.E. Examinations respectively, of which number 16 passed the L.C.E. and 15 the F.C.E.; the classification being, 7 second class and 9 passes in the L.C.E., and 2 first class, 6 second class, and 7 passes in the F.C.E. In the College it has been the invariable custom to hold a searching examination before the end of the second term in each year, and only to permit those who seem to have a fair chance of passing to go up for the University examinations. This of course has the effect of giving a high ratio of men passed to men sent up for examination. The opening of the Southern Marátha and Goa Railways has been the means of giving employment to many members of the class which passed out in December last."

With regard to the *Agricultural Department* Dr. Cooke's account is less encouraging. "This Department I cannot report flourishing in point of numbers, and it is a matter of regret, though not of surprise, that it should not attract more pupils. Unfortunately for these classes, the passed pupils have no career before them, and there is absolutely nothing to tempt youths to enter them. After a pupil has spent two years in hard work (and some of the work such as practically learning the use of agricultural implements needs much physical energy) he finds that there is no employment obtainable for which his qualifications specially recommend him. It is, I believe, in contemplation to establish a new Agricultural Department, and I hope that this will give some stimulus to agricultural studies. Mr. Lamb, the Principal Veterinary Surgeon, delivered a course of Veterinary lectures to the classes and held an examination at the close of the course. The students seem to take much interest in the subject, and if Mr. Hume's estimate that cattle to the value of upwards of 7 millions of pounds sterling annually die in India from *preventable* diseases, be correct, it will not be necessary for me to make further comment on the importance of Veterinary instruction to natives of India. Mr. Woodrow delivered a course of botanical lectures to the Agricultural and Forest Classes as well as to such of the engineering students as elected to take up subject G. for the L.C.E. degree. Mr. Woodrow's lectures in College were supplemented by practical demonstrations in the Ganesh Khind Gardens which were visited on certain mornings by the students of the several classes. Mr. Shearer has worked hard during the year at the small farm attached to the College endeavouring to get the land, which had been much exhausted by the trees and shrubs allowed to run wild in it for years, into heart. There are now altogether 16¼ acres under cultivation, but much yet remains to be done, before the roots of the old trees which still throw out troublesome shoots are completely eradicated. I attach statements of the year's farm operations as well as the 'Profit and Loss' and 'Valuation of Stock' accounts. The final examination of the Agricultural Class was held in January 1882. Of 6 students who appeared 5 passed. The subjects in which the students were examined are as follows :—

1. Mensuration
2. Trigonometry.
3. Physics.
4. Botany.
5. Chemistry.
6. Geology.
7. Veterinary.
8. Surveying and Plotting.
9. Practical agriculture, &c.
10. Tools.
11. Field operations.

"They were examined practically in the field in the use of agricultural implements, an examination which was conducted thoroughly and which lasted for some days. The students of the late class all received lessons in budding and grafting and each student had himself to work on Mango stocks obtained from Bombay. This is by no means the least important part of the practical education of a class. Much may be done to improve the natural fruit of the country and the cultivation and improvement of the Mango has been much neglected. * * * With the aid of the College workshops several experiments have been made on ploughs, the object being to obtain a cheap and efficient plough which could be used by the rayats. Many so-called 'Indian ploughs' manufactured by implement makers in England and sent to this country, are of little or no use besides being too costly for poor cultivators."

Of the *Forest Class* Dr. Cooke writes :—"The final exmination of the senior class was held in September 1881. Five students passed the final test. I regret

to state that the guarantee of a certain number of annual appointments awarded by competition to the members of this class has been withdrawn. This of course is discouraging; and unless the class be placed on some sound footing as regards the subsequent employment of its members, it cannot possibly thrive. It seems to me certainly a move in the right direction to endeavour to recruit the subordinate service of a Department, which should be a scientific one, with educated men. If it is worth while specially to train gentlemen in England for the upper grades of the Forest service, it must surely be equally important to train men for the subordinate grades in India. The cost of training here is a mere nothing, and the success of the system introduced throughout India of training subordinates for the Public Works Department has been such as to justify a similar course as regards the Forest Department. But without some inducement to educated youths such as that given by the Public Works Department to all the Engineering Colleges in India, young natives will not be found to come forward and spend, after matriculation, two years in a course of study from which no advantages are to be gained. In a tolerably large Department like the Forest Department which extends throughout the whole Presidency and through Sind, it can hardly be more difficult to guarantee a few appointments annually than it is for the Public Works Department to do so."

The account of the *Mechanical Engineering Department* is satisfactory. "The Maistry or Sub-Overseer Class was finally examined in January 1882. Sixteen candidates presented themselves of whom 12 passed. Messrs. Narso Ramchandra Godbole, Secretary Poona Municipality, Mahadeo Ramchandra Kelkar, Supervisor, and F. A. DeSouza, Overseer in the Public Works Department, kindly assisted at the examination. The students who passed out of this class last year have all been fortunate enough to obtain employment—3 in the Public Works Deparment, 2 in the Irrigation Department, 1 on the Southern Marátha Railway, 1 in Local Funds and 1 with a contractor at Kalyán. The average number of apprentices on the roll of the workshops during the past year has been 71·7, the average daily attendance being 55·9 The following statement shows the religion or caste of the apprentices on the roll at the end of the year :—

Christians	14	Eurasian	1
		Portugueso	8
		Native converts	5
Hindus	40	Brahmins	20
		Kunbis	14
		Sonar, Sutar, &c.	6
Mahomedans	1	Parsis	4
Jews	2		

"It is not always easy to trace the career of apprentices who leave the workshops at the conclusion of their term of apprenticeship without going up into the College Maistry Class. Out of 15 who left during the year, 4 are known to have obtained employment on the G. I. P. Railway, 1 in the Dockyard, 1 in the Gun-Carriage Factory, 1 has gone to sea in a B. I. S. N. Co.'s Steamer, 1 is employed at Baroda and 1 at Sholápur."

On two other points of interest in the history of the year Dr. Cooke writes as follows :—"In January the students of the Senior Engineering, Forest and Agricultural Classes made their usual annual excursion, and on this occasion owing to the localities visited being new both to Professors and pupils, the excursion was one of much interest. Mr. Conder of the G. I. P. Railway with his usual courtesy aided us in every possible way and enabled us to accomplish our journey to and fro with the greatest comfort. Our excursion ended at the Mohpani coal field where after visiting some places *en route* we spent a couple of days very pleasantly and under the guidance of Mr. Jackson, the Captain of the Mine, who was most kind to the whole party, visited the underground workings and the burning colliery close at hand.

"During the past year the College Library has been enriched by a donation of 95 Volumes of professional works by the widow of the late Mr. Raghunath Janardhan, the Secretary of the Ahmedabad Municipality."

Special and Technical Schools.

Sir J. J. School of Art.

29. The figures for the last three years are :—

	Average Daily attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.	Fee-Receipts.
				Rs.
1879-80	111	176	176	1,594
1880-81	103	153	149	1,454
1881-82	112	155	177	1,587

The attendance in the elementary school has improved, but in most of the senior classes there is a slight decrease, the figures being—

	1881.	1882.
Elementary School	119	144
Architectural Drawing-Class	15	14
Decorative Atelier	12	15
Architectural Sculpture Atelier	7	7
Wood-Engraving Department	8	4
Pottery-Department	13	10

An extract from Mr. Griffiths' report and the report of the Examiners for 1881-82 will be found in Appendix E. The examinations under Mr. Griffiths' scheme of study show a general improvement, the figures for the three years the scheme has been in force being :—

	1st Grade.		2nd Grade.		3rd Grade.		Total.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
1879-80	...	...	15	1	...	...	15	1
1880-81	119	18	30	12	2	1	151	31
1881-82	139	33	65	22	2	2	206	57

The Examiners notice that some improvement had been made in the elementary school, especially in Practical Geometry—a subject which received unfavourable notice last year. The Examiners also give a satisfactory account of the Ateliers of Painting and Sculpture, but speak less favourably of the Architectural Class, where the difficulty is the desire of the students to leave for profitable employment before they have obtained a high degree of proficiency. In wood-engraving little improvement has been shown, and the Examiners recommend that a qualified teacher should be obtained for this important branch. Of the Pottery the Examiners speak very favourably, but remark that improvement is much needed in the manufacture, and recommend that the services of a skilled potter should be secured.

Drawing-Classes.

30. The annual examination of the drawing-classes (the 1st grade art already mentioned) was held according to rules framed by Mr. Griffiths, the Examiners being the teachers of the School of Art, assisted by Messrs. Stevens and Wimbridge. The paper in

Geometry was set by Mr. Stevens, and the subjects for free-hand drawing and model-drawing were prepared by Mr. Griffiths, who took the first example from a drawing of a lotus-flower in the Ajanta Caves, while the second one was a common Mudka so placed that the candidates could see the open mouth of the vessel. The examination-results are tabulated as under :—

Name of School.	Average Number taught Drawing during the year.	Number examined.	Number passed.	Number of Candidates who obtained Prizes.
Bombay Elementary School	...	19	6	1
„ Elphinstone College	4	2	1	1
„ Elphinstone High School ...	32	20	6	2
„ Gokhaldas Tejpal School ...	91	14	2	...
„ Chandanvadi School... ...	46	1	1	...
„ Fanaswadi School	14	7	1	1
„ Fort Branch School... ...	56	8	...	...
„ Jagannath Shankarshet School ...	22	6	...	...
„ Scottish High School ...	12	3	2	2
„ Private Tuition	...	1	1	...
Thána Byramji Jijibhai High School ...	24	7	3	...
*Belgaum Sirdárs' High School ...	40	5	1	...
*Sholápur High School	51	16	5	5
*Broach High School	19	5	...	...
Poona High School	52	8	...	...
Bhúj School of Art	...	2	...	...
*Násik High School	18	5	3	2
Surat Parakh School of Art	8	5	1	...
Dhulia High School	26	5	...	...
Total ...	515	139	33	14

*These schools only began to teach drawing from the 1st of October 1881.

Mr. Griffiths remarks that these results show a decided improvement over those of the previous year, when out of 119 candidates, who were presented, 18 passed and 9 obtained prizes. It is also satisfactory to see that the Bhúj and Surat Schools of Art and the Scottish High School have accepted the Government programme and set an example which might with advantage be followed by many other institutions. On the other hand some of the Government schools which are provided with drawing-masters have not sent up any candidates, and measures must be adopted to secure more efficient teaching in future.

Engineering-school, Hyderabad.

31. At the commencement of the year there were but 4 pupils in the school, all of whom went up for examination in July, before a Committee of officers from the Public Works Department. In this examination three candidates were successful, and were provided with employment as Overseers or Sub-Overseers in the Government Department. The school was subsequently closed as a separate institution; but in place of it an Engineering Class has been attached to the High School, and this class is now attended by 10 pupils.

32. *David Sassoon Reformatory.*—General Waddington's report is on the whole satisfactory, and the number on the rolls has risen from 204 to 208. "Of these 42 were learning English, 106 Maráthi and 32 Gujaráti. Of the boys learning English half attend on alternate days at the Central Press, where they learn printing, &c. 20 boys also who are employed during the day at spinning-mills in the neighbourhood, and 7 who are occupied in the gardens, &c., do not attend school. The highest English class of 4 boys read the Second Book, Part I, with fair fluency and explained well in Vernacular. They also could read fairly a well-written manuscript. Their copy-books were neatly kept and the writing was good, and they could write correctly easy words dictated to them. All but one did a simple division sum correctly. In Geography, however, they were deficient. The second class of 15 boys read the 1st Book indifferently

and with very indifferent pronunciation, had made a fair beginning in copy writing and could write easy words to dictation. Ten did correctly a sum in simple multiplication. The remaining 21 examined were beginners only in English, and also attend the Vernacular classes. The Deputy Inspector, Gujaráti Schools, Bombay, examined in Gujaráti 32 boys in 4 classes. He reports fairly of their progress in reading, writing and arithmetic, but they generally failed in Geography. Of the 62 boys in 4 classes examined in Maráthi the Deputy Inspector Maráthi schools reports unfavourably of the 1st class in all subjects; the 2nd class did better in reading and arithmetic, but wrote incorrectly to dictation, and their handwriting was bad; the 3rd class also did very indifferently in all subjects, and the 4th class consisted of mere beginners. An additional and better teacher is much required for these Maráthi classes. The workshops are now so fully employed, that perhaps scarcely sufficient time is devoted to mere book-learning. The order and discipline were excellent, the premises clean, well kept and tidy, and the institution evidently in a flourishing state."

33. *Dhárwár Factory.*—The Inspectors' returns show 69 apprentices against 38 in the previous year. No report has been received from the Managing Committee, but the examination of the boys in reading, writing and arithmetic showed that progress had been made during the year.

34. *Surat School.*—The Fardunji Parekh School of Art and Industry at Surat shows an expenditure of Rs. 5,536 against an income of Rs. 5,901, including a Government grant of Rs. 2,000 and receipts from sale-proceeds amounting to Rs. 1,943. With regard to attendance the Secretary reports that there were 51 boys under instruction, 22 of whom were learning drawing, while 16 were being trained as carpenters and 13 as fitters. The Secretary adds that in 1881-82 six boys left the school to seek for employment as fitters and that four of them have been taken on in mills or factories.

35. *The Dhulia Workshops.*—Mr. Jacob reports that the Industrial class at Dhulia has proved to be a failure:—

"In August last 10 boys* from the Dhulia schools began to attend at the workshop and an experienced Maistry was told off to teach them. They worked steadily for 6 months and really seemed to be learning and liking their work, when Mr. Kane reported: 'Most of the boys have ceased to attend the carpentry-class because, they say, their parents do not wish them to waste any time in learning carpentry to the prejudice of their regular school-studies.' The Deputy Collector, Mr. Narayan Bhikaji, sent me a similar report; and his successor writes—'The work of a carpenter being laborious, is naturally distasteful to beginners. It is therefore necessary to offer them scholarships to induce them to attend.' At the end of the year one boy only remained in the class and the Maistry was accordingly remitted to his other duties in the Local Fund Workshop. The total net cost of this experiment, after deducting Rs. 120 as the value of the material used and paid for by the boys, was Rs. 183-8-3. I am not prepared to say that this money was wasted; for the boys made a creditable beginning and would have worked on steadily enough, if their elders had shown a little more wisdom. But we should certainly not be justified in giving Dhulia another chance for the present."

* *Viz.* 7 Bráhmans.
1 Parbhu.
1 Blacksmith.
1 Bhil.

36. *Ratnágiri Factory.*—No report has been received from the managers of the factory, but the Inspector reports that the number of apprentices has risen from 73 to 80, and that the boys passed a fairly good examination under the first four vernacular standards.

37. *Orphanage Press, Poona.*—This institution, which is managed by the Mission of the Free Kirk of Scotland, has been registered under the ordinary grant-in-aid rules and also receives a special grant of Rs. 20 for every pupil learning a handicraft, on condition that fair progress has been made during the year and that each boy, for whom the special grant is claimed, has attended half-time at an elementary school and is presented for examination by the Inspector. This year special grants were paid for 7 pupils who were learning printing or bookbinding.

38. *Orphanage, Pandharpur.*—The Pandharpur Orphanage, which is under the management of the Municipality, shows an attendance of 65 boys who are to be taught a trade as carpenters or blacksmiths. The institution receives a grant according to the ordinary rules for aided schools, and I have recommended that the special grants sanctioned for Poona should be allowed to Pandharpur, and that the institution with all others of the same class should be annually inspected by an officer of the College of Science.

39. *Apprentices' Home, Byculla.*—This institution, which is under the management of the Bombay Education Society, receives boys, Europeans and Indo-Europeans, who are employed in the workshops of the G. I. P. Railway or in other of the large factories of Bombay. Government aid was promised by Resolution No. 918 of the 24th July 1880, the original promise being "for a grant of Rs. 20 a month for each boy above the number of ten and up to 40" who was specially trained and apprenticed by the managers of the Home. It was found however that the Education Society was unable to provide special instruction and that the employers of labour in Bombay would not grant indentures; so that the original promise has been modified by Resolution No. 533 of the 11th April, which for the present allows "Rs. 10 per mensem for three-fourths of the whole number of inmates: this arrangement to be subject to reconsideration at the end of 3 years, when it may be hoped that the number of inmates will have so far increased as to make it profitable to the Society to revert to the original terms." The same resolution limits the Government grant to youths between the ages of 16 and 22, and fixes three years as the maximum time for any youth to be counted as an apprentice. It is also ordered that regular attendance at the workshops shall be accepted in place of indentures, and that the Education Society shall give special instruction as originally contemplated whenever circumstances admit.

40. *Medical Schools.*—The Byramji Jijibhai School at Poona shows an attendance of 59 or 8 more than in the previous year, and it appears that 20 students of the 3rd year have been granted certificates qualifying for the grade of Hospital-Assistant. On this final examination Dr. Bruce writes as follows:—"Owing to the urgent requirements of the Medical Subordinate staff of the civil department, which had fallen below actual requirements, and agreeably to instructions received from the Surgeon General, a special examination was held from the 24th to 27th August in lieu of the final for 16th September. At this examination 30 boys presented themselves, of which 15 passed; the other five were allowed to appear again at the final examination, when they also were successful. This is the second instance in which the Medical School has been called upon suddenly to relieve a strain in the Subordinate Medical Department."

The Byramji Jijibhai School at Ahmedabad has not been established long enough for a final examination to be held, but the attendance of pupils has risen from 56 to 65.

A third Medical School was established at Hyderabad under Government Resolution, General Department, No. 3273 of the 30th September, and at the year there were 19 scholars on the list, all of them being stipendiary students.

41. *Agricultural Classes in High Schools.*—The Broach class has been closed as a failure, but the attendance in the eight classes now open is 286 against 207 in the previous year. The annual examinations were held by Dr. Cooke, and the results are given below:—

High Schools.	1st year Students.		2nd year Students.	
	Number sent up.	Number passed.	Number sent up.	Number passed.
Belgaum	10	9	6	4
Dhulia	8	7	3	3
Ahmednagar	10	6	4	4
Surat	9	6	5	4
Nadiád	6	6	...	...
Hyderabad	10	5	7	3
Sholápur	2	2	...	...
Násik	...	...	4	4
Total ...	55	41	29	22
Corresponding figures for 1880-81 ...	70	56	...	...

During the cold season Mr. Shearer visited all the farms, and on his report, which will be found in Appendix F, Dr. Cooke writes—

"From the report and from information derived from conversation with Mr. Shearer, I would class the farms as follows :—

1	Násik...	Pre-eminently efficient.
2	Nadiád	Highly efficient.
	Belgaum	
3	Ahmednagar	Efficient.
	Dhulia	
4	Sholápur	Scarcely efficient.
	Surat...	

"Násik stands out so far above the others that it cannot be classed with any of them. The teacher deserves the greatest credit for his perseverance and industry and for the management of his pupils and farm. I may add that in the theoretic examination conducted by papers from this college a Násik candidate obtained the first place."

The reports of the Educational Inspectors will be found in Appendix F.

Matriculation.

42. This examination was conducted, as in the previous year, at Bombay, Poona, Belgaum, Ahmedabad and Kárachi. The results for the two years are contrasted as under :—

Year.	Number of Institutions sending up Candidates.				Number of Candidates sent up.					Number of Candidates passed.					Religion or National classification of passed Candidates					
															Natives of India.					
	Government.	Native States.	Private.	Total.	From Government Schools.	From Schools in Native States.	From Private Schools.	Private Students.	Total.	From Government Schools.	From Schools in Native States.	From Private Schools.	Private Students.	Total.	Christians.	Hindus.	Mahomedans.	Parsis.	Others.	Europeans.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1880-81	22	11	21	54	430	122	300	399	1,260	173	47	152	57	*429	14	288	10	106	1	10
1881-82	18	13	29	60	460	114	375	425	1,374	171	57	124	36	†388	10	294	2	58	3	26

* Of these 113 took Sanskrit as their second language, 36 Latin, 4 French, 2 Portuguese, 74 Marâthi, 111 Gujarati, 12 Kánarese, 73 Persian, 2 Sindhi and 2 Hindustani.

† Of these 164 took Sanskrit as their second language, 48 Latin, 8 French, 1 Portuguese, 45 Marâthi, 50 Gujarati, 19 Kánarese, 44 Persian, 5 Sindhi, 2 Hindustani and 2 Hebrew.

43. The returns for the different schools are given in the following table :—

Name of School.	Number sent up, 1880.	Number passed, 1880.	Number sent up, 1881.	Number passed, 1881.	Increase in number passed.	Decrease in number passed.
Elphinstone High School (Government)..	106	53	125	39	...	14
Poona High School (Government) ...	51	28	54	23	...	5
E.—St. Mary's Institution, Bombay, (aided)	35	21	31	20	...	1
Belgaum Sirdárs' High School (Government)	42	10	51	19	9	...
ájáram High School, Kolhápur (Native State)	30	11	26	18	7	...
Dhárwár High School (Government) ...	16	2	23	16	14	...
Ahmedabad High School (Government)...	47	15	36	14	...	1
Free General Assembly's Institution, Bombay (aided)	23	9	20	13	4	...
Fort High School, Bombay (unaided) ...	47	20	51	13	...	7
Sir J. J. Parsi Benevolent Institution, Bombay (aided)...	27	17	24	11	...	6
Káthiáwár High School, Rájkot (Native State)	21	7	15	11	4	...
Surat High School (Government) ...	23	15	33	10	...	5
Baroda High School (Native State) ...	21	6	24	10	4	...
Sátára High School (Government) ...	9	4	16	9	5	...

Schools for Europeans and Eurasians are marked E.

Name of School.	Number sent up, 1880.	Number passed, 1880.	Number sent up, 1881.	Number passed, 1881.	Increase in number passed.	Decrease in number passed.
Robert Money Institution (aided) ...	14	10	17	8	...	2
Bombay Proprietary School (unaided) ...	30	17	35	7	...	10
Surat Irish Presbyterian Mission High School (aided)	10	7	22	7	...	...
Násik High School (Government) ...	15	2	13	7	5	...
Náráyan Jagannath High School, Karáchi (Government)	12	10	12	6	...	4
Bahádurkhanji High School, Junagad (Native State)	7	4	12	6	2	...
E.—Bombay Scottish High School, Byculla (aided)	4	2	14	6	4	...
Hyderabád High School (Government)...	12	4	15	5	1	...
New English School, Poona (unaided) ...	12	8	17	5	...	3
E.—Bishop's High School, Poona (aided).	4	3	8	5	2	...
Ahmednagar High School (Government).	11	4	13	5	1	...
Belgaum London Mission High School (aided)	14	7	16	5	...	2
Byramji Jijibhai High School, Thána (Government)	5	2	15	5	3	...
Nadiád High School (Government) ...	7	7	10	3	...	4
Bhávnagar High School (Native State) ...	8	5	6	3	...	2
Amraoti High School, Berár	7	4	6	3	...	1
Broach High School, (Government) ...	16	3	9	3	...	...
General Assembly's Institution, Bombay (aided)	12	3	8	3	...	...
Poona Free Kirk Mission Institution (aided)	5	2	7	3	1	...
E.—St. Mary's School, Poona (aided) ...	...	...	4	3	3	...
Chandanwadi High School (unaided) ...	16	7	25	2	...	5
Ratnágiri High School (Government) ...	19	7	15	2	...	5
Ahmedabad Irish Presbyterian Mission High School (aided)	13	7	10	2	...	5
Dhulia High School (Government) ...	9	2	10	2	...	...
Sávantvádi English School (Native State)	5	2	6	2	...	...
E—John Connon (Scottish) High School (aided)	...	...	3	2	2	...
E.—Karáchi Grammar School (aided) ...	...	...	3	2	2	...
Kárwár High School (Government) ...	12	1	7	2	1	...
Hyderabád Church Mission School (aided)	6	1	5	2	1	...
Akola High School (Berár)	7	4	2	1	...	3
Sir Kawasji Jehángir Navasári Zoroastrian Madressa (Inspected)	4	3	4	1	...	2
Shikárpur High School (Government) ...	9	2	3	1	...	1
Bombay Alfred High School (unaided) ...	11	2	9	1	...	1
The Indian High School, Bombay (unaided)	...	...	5	1	1	...
Gogo Mission School (unaided) ...	...	...	1	1	1	...
First Grade Anglo-Vernacular School, Miraj (Native State)	...	...	1	1	1	...
Indore English School (Holkar's State)...	8	1	6	1	...	...
E.—Poona Victoria School (aided) ...	...	...	2	1	1	...
Bhore Anglo-Vernacular School (Native State)	...	...	1	1	1	...
Poona Native Institution (Inspected) ...	11	3	7	...	...	3
Bombay Private English School (unaided).	9	2	9	...	...	2
Navánagar High School (Native State) ...	4	2	5	...	...	2
E.—Cathedral High School (aided) ...	...	...	3	...	...	...
Ahmedabad Private High School (unaided)	...	...	11	...	...	...
Jehangir Mothabhai High School (unaided)	...	...	4	...	...	...
Alfred High School, Kutch (Native State)	4	1	4	...	...	1
Sholápur High School (Government) ...	6	1	...	...	...	1
Karáchi Church Mission School (aided).	2	1	...	...	...	1
Kaládgi 1st Grade Anglo-Vernacular School (Government)	1	1	...	...	...	1
College of Science, Poona, (Government).	1	...	...	...	...	...
Hyderabád Engineering School (Government)	1	...	...	...	...	...
Private tuition	399	57	425	36	...	21
	1,260	429	1,374	388	80	121

44. The comparative success of Government, Native State and private schools and of private tutors has been shown in the table first given; and deducting the figures for private tuition, I find that the figures for the Bombay and Mofussil schools are—

	Number sent up in 1880.	Number passed in 1880.	Number sent up in 1881.	Number passed in 1881.	Increase in number passed.	Decrease in number passed.
15 Bombay	334	163	379	126	...	37
*50 Mofussil	527	209	570	226	17	...
	861	372	949	352	17	37
Deduct Increase ...						17
Net Decrease ...						20

The 15 Bombay schools consist of 1 Government school, 4 aided schools for Europeans and Eurasians, 3 aided Mission schools, and 1 aided and 6 unaided schools under Native management. The 50 Mofussil schools consist of 19 Government schools, 2 Engineering institutions, 13 schools in Native States and 16 private schools (4 aided schools for Europeans and Eurasians, 7 Mission schools—six of them aided—and 5 schools under Native management, two of which are under Government inspection). Taking the 30 private schools by themselves, I find that 8 schools for Europeans and Eurasians passed 39 pupils in 1881 against 26 in 1880, while the 10 Mission schools passed 44 against 47, and the 12 schools under Native management passed 41 against 79.

High Schools.

45. The returns show an increase of 4 schools and 831 scholars. Under Government schools there is an increase of 582 scholars, under aided an increase of 5 schools and 37 scholars, and under inspected schools a decrease of 1 school but an increase of 212 scholars.

*The detail of the Mofussil schools is as under:—

	Number sent up in 1880.	Number passed in 1880.	Number sent up in 1881.	Number passed in 1881.	Increase in number passed.	Decrease in number passed.
17 in Marâthi Districts	163	68	188	73	5	....
7 in the Southern Marâtha Country ..	115	32	124	61	29	....
6 in Gujarât	185	82	206	71	....	11
7 in Sind	42	18	38	16	....	2
3 in Berar and Indore	22	9	14	5	....	4
50 Total ..	527	209	570	226	34	17
Deduct Decrease ..					17	
Net Increase ..					17	

Central Division.

46. The Central Division shows an increase of 4 schools and 170 scholars. The details are as under :—

Name of School.	Number on Rolls.		Fee-Receipts						Principal or Head Master.
	1881.	1882.	1881.			1882.			
Government.			Rs.	a.	p.	Rs.	a.	p	
Elphinstone ...	795	905	30,581	2	0	34,474	9	0	Mr. A. Barrett, B.A., with Mr. J A Dalal, M.A., LL.B., Vice-Principal.
Poona	316	360	6,043	1	0	9,399	6	0	Mr M. M. Kunte, B A., up to 8th June and afterwards Mr V A. Modak, B.A.
Sátára	115	131	1,480	8	0	2,387	6	0	Mr K. G. Kelkar, B.A., up to 3rd June and afterwards Mr. V A. Pathak, M A.
Ratnágiri	91	101	1,452	0	0	1,859	4	0	Mr. N. V. Sathe, B.A.
Sholápur... ...	43	56	588	8	0	897	12	0	Mr. R G Naik.
Thána	71	95	1,532	8	0	2,350	0	0	Mr. J. B. Modak, B A.
Total ...	1,431	1,648	41,677	11	0	51,368	5	0	
Aided.									
21 High Schools ...	1,179	1,137	.....			.....			
Inspected.									
1 High School ...	87	82	.....			.....			
Grand Total ...	2,697	2,867	.....			.....			

The increase in scholars is due to the six Government schools, all of them showing a larger attendance. The increase in schools is due to the inclusion of six aided schools, the Victoria and Convent Schools at Poona, the St. John's School at Lower Máhim, and the two Convent Schools and St. Xavier's in Bombay, all of which were previously shown under Middle schools. On the other hand the private school at Breach Candy has been struck off the list of aided schools, and the Parbhu Seminary has been classed under another head as no longer teaching the High school standards.

The Elphinstone School again shows a large increase in attendance and fee-receipts, and Government has been pleased to increase the teaching-staff in accordance with the requirements of the school. This increase of expenditure has, however, resulted in no loss to Government, for owing to the large increase of fee-receipts the annual cost of educating each boy has fallen from Rs. 15 to Rs. 10. The Poona School has also made marked progress during the year, and additional teachers have been given so that the development of the school may not be checked. The progress made by Poona is the more creditable, as the restoration of the front quadrangle of the Vishrámbág has not yet been commenced and the classes are consequently much inconvenienced and overcrowded. After Elphinstone and Poona comes the Sátára School, which is being thoroughly reorganized by its new Head Master; and next to Sátára I must place Thána, where an increase in attendance is attributed by the Inspector "partly to the reduction of the fee-rates and partly to the increasing efficiency of the school." The fee-rates were reduced under instructions from Government, and the people of Thána deserved the favour which was shown them as they have been liberal in their contributions for the purchase of a new school-house. And General Waddington now reports that "Mr. Waman Ramchandra Oka, a pleader in the District Court of Thána, has very generously offered Rs. 600 for the purpose of awarding a prize every year in the name of Mr. Coghlan, the late

Judge of Thána, to the student from this school who passes the Matriculation Examination with the highest number of marks." Of the other two Government schools—Ratnágiri and Sholápur—I have nothing to record except a slight improvement in attendance and fee-receipts; but I may add that the Head Master at Sholápur has taken pains with the Agricultural Class attached to his school.

The results of the annual examination under Anglo-Vernacular standards are tabulated as under:—

Name of School.	Standards.	Number examined.	Number Passed.						Percentage of passed under all heads.	
			Mathematics.	Second Head.		History and Geography.	English.	In all heads.	1881-82.	1880-81.
				Vernacular.	Second Language.					
Government.										
Elphinstone	IV. to VI.	613	347	515	396	446	426	226	37	33
Poona	Do.	199	104	...	128	70	121	54	27	26
*Sátára	Do.	67	40	...	34	37	51	19	28	28
Ratnágiri	Do.	71	60	...	42	47	49	37	52	47
Sholápur	Do.	35	35	...	25	31	28	25	71	42
Thána	Do.	48	32	...	31	35	28	21	44	38
Total ...	...	1,033	618	515	656	666	703	382	36	...
Figures for 1880-81 ...	...	881	568	455	576	519	608	291	...	33
Aided.										
Robert Money Institution, Bombay...	IV. to VI.	87	33	25	...	14	37	10	11	8
General Assembly's Institution, Bombay	IV. to VI.	62	27	12	...	23	23	11	18	13
Free General Assembly's Institution, Bombay ...	IV. to VI.	35	16	21	...	18	15	6	17	15
Free Church Mission High School, Poona	IV. to VI.	36	15	19	...	17	24	7	19	9
Total ...	IV. to VI.	220	96	77	...	72	99	34	15	...
Figures for 1880-81 ...	I. to VI.	587	340	210	82	220	219	73	..	12

*Examined in 1880-81.

The Elphinstone and Poona Schools were examined by the College Professors, and the results were on the whole satisfactory. In the University examination the Poona School did well but not so well as in the previous year. The Elphinstone School also showed a falling off as compared with the performances of previous years. Mr. Barrett, however, explains that this was owing to the unexpected failure of the Gujaráti or Pársi boys sent up from the school. The Gujaráti classes generally contribute most to the success of the institution, but this year the Maráthi side passed double the number which the Gujaráti side could claim. General Waddington remarks that none of the Elphinstone boys obtained any University scholarships, and adds that "on the whole it would appear that the standard of the school is somewhat lower than in past years." But the Elphinstone School still heads the list of High Schools which are represented at the Matriculation, and the Gujaráti side appears to have done rather better than the Maráthi side in the examination held by the College Professors; so that I feel confident that the comparative failure of last year was accidental and that the next examination will set matters right. The Sátára School improved its place in the University list, but was not examined by the Inspector. Ratnágiri did very badly in the University examination, and General Waddington reports that he cannot speak favourably of the general efficiency and progress of the school. The results of the annual examination did not compare favourably with those of the previous year, and the Head Master who attributes his failure to "the departure of the First Assistant, Mr. Kirloskar, on leave, the inferiority of the material and the somewhat altered

and more than unusually severe nature of the University test," is himself blamed by the Inspector for "a want of energy and interest." Sholápur did not send up any boys to the Matriculation, but the results of the annual examination were satisfactory, and the Inspector hopes that the school will next year resume its place as a high school and succeed in matriculating some of its pupils. General Waddington notes, however, "that all the boys examined under the VI Standard attend the Agricultural Class, and are therefore excused the study of Sanscrit or *Vernacular, and that this may probably interfere with their success in Matriculation." Thána has improved its place on the University list, and the results at the Inspector's examination contrast very favourably with those obtained in the previous year.

With regard to the aided schools for natives, General Waddington reports that the four Mission schools passed 27 boys in the University examination, or 3 more than in the previous year: while the number of boys who passed from the Pársi Benevolent Institution fell from 18 to 11. In the Inspector's examination, however, the Pársi Institution did well, and in his report to the Pancháyat General Waddington writes in terms of high praise:—"I have again after an interval of two years had an opportunity of inspecting your schools, and am glad to be able to report that I am with some very minor exceptions entirely satisfied with their condition and progress, and desire to convey to the Pancháyat my strong opinion that their schools may certainly rank in teaching discipline and general efficiency with any schools of their class in the Presidency." Among the Mission schools the Free General Assembly's Institution in Bombay appears to be first, 13 of its students passing the University examination against 8 in the previous year. Of the Poona Mission School General Waddington "is unable to report well, and there can be no doubt that it is in every respect very far behind the Government schools."

The schools for Europeans and Eurasians were successful in the University examination, the number of candidates who passed having risen from 27 to 37. The results obtained in the Inspector's examination were as under :—

Name of School.	Standards	Number examined.	Number passed.						Percentage of passed under all heads.	
			Arithmetic.	English.	History and Geography.	Second Language.	Needle-work.	In all heads.	1881-82.	1880-81
E.—Scottish Education Society's John Connon High School, Fort	VI. to VIII	13	8	6	11	7	6	5	38	66
E.—Cathedral High School, Fort, Bombay	Do.	33	25	15	25	14		7	21	43
E—Convent School, Meadow Street, Fort, Bombay	Do	11	2		1	2	1			
Convent School, Mazgaon, Bombay ...	Do	19	9	7	9	6	10	1	5	
St John's Anglo-Portuguese School, Lower Máhim, Bombay	VI	7	4	6	5	4	.	3	43	
E.—Scottish Education Society's High School, Byculla ...	VI to VIII.	33	25	20	28	24	13	14	39	53
St. Xavier's School, Esplanade, Bombay	VI.	24	16	19	18	17	...	10	42	...
†E—Bombay Education Society's High School, Byculla	VI. to VIII	11	10	8	10	7	.	3	27	27
†E—St Mary's Institution, Bombay	Do	77	53	49	41	55	..	17	22	22
†E—Scottish Orphanage, Máhim, Bombay	Do	17	17	16	15	12	7	11	64	64
E—Convent School, Poona	VIII.	3	2	3	3		3	.		
E—Victoria Girls School, Poona	VI to VIII.	8	5	8	7	7	8	5	63	
E.—St Mary's Girls' School, Poona	Do.	17	10	17	17	12	17	8	47	18
E.—Bishop's High School, Poona	Do.	36	23	26	27	25		14	39	39
E.—Church of England High School, Pánchgani	VI.	2	2	1	2	1	1	1	50	
Total	VI. to VIII.	311	211	201	219	193	66	99	31	..
Figures for 1880-81	I. to VIII.	453	334	351	343	293	131	189		41

* The Head Master has since been informed that he has misread the rules, which do not allow the vernacular to be neglected

† Examined in 1880-81.

Mr. Jacob, who examined St. Xavier's School, was not satisfied with the arrangements made by the institution, and of the other schools General Waddington reports as follows :—

" In the Convent School, Poona, the failures were in the 2nd language (French); in the other subjects the few girls presented did well. With St. Mary's School, Poona, I was thoroughly well satisfied with the highest class under the VIII. Standard and with those under the VII. and VI. except as regards some deficiency in arithmetic. In the Victoria Girls' School, Poona, the VIII. Standard girls did well in all subjects, but the VII. and VI. Standards were deficient in arithmetic and in their second language (Maráthi). In the Bishop's High School at Poona under the VIII. Standard there was some weakness in algebra, but in all other subjects the class did well and specially in their 2nd language (Latin). The VII. standard, however, was very weak and the class did badly in all subjects and formed a marked contrast to the VIII. Standard class. The VI. Standard class did fairly but did not in any way distinguish itself. The Panchgani High School has made some progress since last year. The numbers remain stationary. Out of 34 children on rolls at my examination last year, 16 have left and have been replaced by 16 new ones. Few pupils remain any time at the school. Of 10 pupils studying under the VI. Standard last year only 2 still attend the school. The 5 examined under the IV. Standard this year were all in the school last year. Out of 6 examined under the III. Standard 5 and of 2 under the II. Standard one were in the school last year. All these had made fair progress. But the school does not flourish, and there seems but little probability of any large increase in its numbers. Something has been done towards the improvement of the teaching-staff by the appointment of two lady-assistants who take charge of the lower classes and the boarders have been removed to better and more commodious quarters. But the cost of the school to Government is excessive. * * * * * * * *
I have submitted a special report on the Bombay Education Society's Byculla schools to which I would refer for details, but for immediate reference I append the following extract from my report on the boys' school :—' On the whole I was well satisfied with the results of my inspection and am able to report that the boys' school is in a thoroughly efficient condition both as regards instruction and discipline.' Of the girls' school too I reported as follows :—' I was fairly satisfied with the state of the school which, judging from Mr. Jacob's last report, must have considerably improved during the year, and in instituting any comparison between the girls' school and the boys' it must be borne in mind that a considerable portion of each girl's time is devoted to needle-work, and also that the whole of the household work is done by the girls themselves. Bearing this in mind I am able to report that the girls' school also is well and efficiently conducted * * * * *
I was thoroughly satisfied with the results of my inspection of the Scottish Orphanage at Máhim, which I found most ably and efficiently conducted. The pupils of St. Mary's Institution, Mazgaon, showed considerable aptitude and intelligence, but the general standard of this school is not so high as of some others. St. Vincent's School at Poona hardly takes rank as a high school, but so far as the teaching goes was found in a fairly efficient state."

The school which has been shown above as under inspection only is the Poona Native Institution. On this school General Waddington remarks as under :—

" I inspected this school in September last with the assistance of the Deputy Inspector, Mr. Sohoni. The results under the higher standards were not good in English, and I am not of opinion that the teaching-staff is equal to teaching the higher standards efficiently. Under the lower standards I. to IV. the results were more satisfactory, and on the whole I found the school efficiently conducted and it has now been registered as an aided school on condition that a competent staff of teachers is engaged."

North-East Division. 47. The figures for the North-East Division are :—

	Number on Rolls.		Fee-Receipts.		Head Master.
	1880-81.	1881-82.	1880-81.	1881-82.	
			Rs. a. p.	Rs. a. p.	
Dhulia	71	78	974 0 9	1,161 14 6	Mr. M. V. Kane, B.A.
Ahmednagar ...	99	93	1,929 12 0	2,020 10 6	Mr. H. B. Keskar, B.A.
Násik	91	86	1,718 12 0	1,559 15 6	Mr. G. B. Hirpathak.
Total ...	261	257	4,622 8 9	4,742 8 6	
Decrease	4		Increase	119 15 9	

The examination-results under the High School standards are as under :—

Name of School.	Number examined.	Number passed.							Percentage passed under all heads.	
		Mathematics	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	In all heads.	1881-82.	1880-81.
Dhulia High School	50	37	38	19	28	27	11	18	36	20
Ahmednagar do.	60	20	42	27	26	26	12	10	16	24
Násik do.	60	46	45	38	38	31	13	17	28	13
Total ...	170	103	125	84	92	84	36	45	26	...
Corresponding figures for 1880-81	151	71	17	79	70	69	...	29	...	19

These figures show that some progress has been made at Dhulia and Násik, and the falling off at Ahmednagar may be attributed to a severe outbreak of cholera, which caused a panic and interrupted school-work at the most important period of the year. In the University Examination, Násik came first, and Dhulia was easily beaten by Ahmednagar. The Inspector's remarks on this examination and on other points relating to his High schools, and especially to the development of their modern departments, will be found in Appendix G.

Northern Division. 48. The figures for the Northern Division are :—

Name of School.	Number on Rolls.		Fee-Receipts.		Head Masters.
	1881.	1882.	1881.	1882.	
Government.			Rs. a. p.	Rs. a. p.	
Ahmedabad... ...	212	303	2,667 6 0	3,548 15 0	Mr. K. T. Best, M.A., up to 7th April 1881, and from 13th June 1881 Mr. M. M. Kunte, B.A.
Surat	240	274	4,874 15 0	5,062 6 0	Mr. V. A. Modak, B.A., up to 1st June 1881, from 2nd June Mr. M. N. Wadia and from 10th July Mr. U. N. Mehetaji.
Broach	109	135	2,570 4 0	2,546 15 0	Mr. P. M. Dave.
Nadiád	69	108	1,136 0 6	1,796 13 0	28th June to 22nd July 1881 Mr. P. A. Mistri, F.E.A., and from 8th August Mr. Ibrahim M. Sayani, B.A.
Total ...	630	820	11,248 9 6	12,955 1 0	
Aided.					
Ahmedabad Mission .	95	77	.....	.....	
Surat do. ...	101	136	.....	.....	
Total ...	196	213	.....	.....	
Inspected.					
Rájkot	132	149	1,733 11 0	1,953 6 0	
Bhávnagar	124	144	501 10 0	647 11 6	
Junágad	57	70	425 13 0	538 2 6	
Navánagar	27	42	60 1 0	89 1 0	
Bhúj	43	42	227 14 9	269 2 6	
Sir Kavasji Jehangir Navsári.	70	72	390 0 0	417 8 0	
Total ...	453	519	3,339 1 9	3,915 6 6	
	1,279	1,552	.....	.....	

Mr. Giles reports that the aided school at Surat obtained a slightly smaller grant than in the previous year, while the Ahmedabad school secured a considerable increase. He adds that both the schools are well conducted and efficient. Among the Government schools Surat, Broach and Nadiád all show a good increase, but Ahmedabad has made especially marked progress. The four Káthiáwár schools are also flourishing and show an increase in attendance, and Mr. Giles reports that the Native States are generally most liberal in their educational policy—

"The Junágad High School has been completed and is occupied by the school. This is a fine building planned and built by the State Engineer. The plans prepared by the late Major Mant, involving a very large expenditure, were not adopted. The Darbár are adding quarters for resident students and a gymnasium. At Bhávnagar the gymnasium has been completed, a fine pukka building of stone, erected by the State Engineer. Plans and estimates are ready for a new High school at Navánagar, which I hope will be erected during the year. The four High schools of Káthiáwár will then be supplied with handsome and commodious buildings. Other smaller buildings have been erected and the States have shown their usual liberality in meeting our suggestions. At Pálanpur the Darbár have nearly completed the large building which is to accommodate the Anglo-Vernacular School, Vernacular School and Girls' Schools."

The results of the University examination which have been noticed above were but moderate, Surat and Broach failing to pass a proportionate number of candidates. In the Inspector's examination the results obtained were as under :

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed under all heads.	
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	In all heads.	1881-82.	1880-81.
Government.											
Surat	IV. to VII.	164	136	132	101	108	108	33	55	33·5	27·20
Ahmedabad ...	Do.	133	110	120	100	85	89	18	52	39·1	28·30
Broach	Do.	75	57	55	46	34	33	3	15	20·0	40·7
Nadiád	Do.	48	34	25	21	31	29	6	14	29·2	44·8
Total ...	...	420	337	332	268	258	259	60	136	32·3	31·83
Aided.											
Surat Mission ...	IV. to VII.	67	42	24	24	19	31	...	5	7·5	27·10
Ahmedabad do...	Do.	58	32	39	9	20	24	...	3	5·2	25·70
Total ...	...	125	74	63	33	39	55	...	8	6·4	26·40
Inspected.											
Bhávnagar ...	III. to VII.	81	73	66	26	58	54	7	38	46·9	46·90
Rájkot	IV. to VII.	85	70	74	67	64	60	21	43	50·6	48·2
Junágad	Do.	39	28	32	33	21	23	7	12	30·8	58·1
Navánagar ...	Do.	15	15	15	15	14	15	3	14	93·3	73·3
* Navsári Madresa.	Do.	56	22	41	...	31	26	...	11	19·6	19·64
Total ...	...	276	208	228	141	188	178	38	118	42·8	44·17
Grand Total...	...	821	619	623	442	485	492	98	262	31·9	...
Figures for 1880-81...	...	898	636	696	344	537	509	...	303	...	33·74

* Examined in 1880-81.

Southern Division.

49. The figures for the High schools in the Southern Division are as under :—

Name of School.	Number on Rolls.		Fee-Receipts.		Head Master.
	1880-81.	1881-82.	1880-81.	1881-82.	
Government.			Rs.	Rs.	
Sardárs' School, Belgaum.	157	198	2,729	3,242	Mr. E. H. Hoogwerf.
Dhárwár	133	169	3,406	4,243	Mr. K. B. Bal, B.A.
Kárwár	56	69	1,681	1,518	Mr. T. Costa.
Total ...	346	436	7,816	9,003	
Aided.					
Belgaum London Mission.	77	127	.....	.....	
Native State.					
Rájárám School, Kolhápur.	152	303	11,007	4,010	Mr. C. H. Candy, B.A.
Grand Total ...	575	866	.....	.....	

The examination results are as under :—

Name of School.	Standards.	Number examined.	Number passed.					Percentage passed under all heads.	
			Mathematics.	Second Language	History and Geography.	English.	In all heads.	1881-82.	1880-81.
Government.									
Belgaum High School ...	IV. to VI. ...	108	65	73	79	69	45	41·66	53·09
Dhárwár do. ...	do. ...	85	66	73	60	55	42	49·49	32·05
Kárwár do. ...	do. ...	32	29	28	25	22	19	59·37	21·1
Total ...	.....	225	160	174	164	146	106	36·93	39·5
Aided.									
London Mission High School, Belgaum.	IV. to VI. ...	62	30	42	46	28	18	29·3	29·03
Inspected.									
Rájárám High School, Kolhápur.	IV. to VI. ...	78	56	56	49	64	39	50·	62·06
Grand Total ...	.....	365	246	272	259	238	163	44·66	...
Corresponding figures for 1880-81.	.....	380	239	60	269	242	161	...	42·36

The results of the Matriculation were very satisfactory, the Sardárs' School at Belgaum and the Kolhápur and Dhárwár Schools coming fourth, fifth and sixth in the University list and giving place only to the three great schools of the Presidency and Poona. Of the annual examinations the Inspector reports as follows :—" In percentage of passed students Kárwár (which came last last year) comes first and Belgaum London Mission School last. Kolhápur, which lost its position this year, comes second. Next to Kolhápur come Dhárwár and Belgaum."

Sind.

50. The return for Sind is as under:—

Name of School.	Number on Rolls. 1880-81.	Number on Rolls. 1881-82.	Fee-Receipts. 1880-81. Rs. a. p.	Fee-Receipts. 1881-82. Rs. a. p.	Head Master.
Government.					
Karáchi (Náráyan Jagannáth)	117	139	2,117 6 0	1,944 0 0	Mr. E. D. Taláti, B.A.
Hyderabad	181	197	3,049 8 0	3,742 8 0	Mr. D. R. Tarkhadkar, F.E.A.
Shikárpur	53	104	1,138 9 0	1,140 12 0	Mr. C. N. Contractor, B.A.
Total ...	351	440	6,305 7 0	6,827 4 0	
Aided.					
St. Patrick's School, Karáchi	12	8			
Grammar School, Karáchi.	15	23			
Convent do. ...	6	6			
Mission do. ...	38	36			
Ditto do. Hyderabad.	67	77			
Total ...	138	150			
Grand Total ...	489	590			

The fee-receipts at Hyderabad show a satisfactory increase, and the Inspector reports that the Shikárpur School is becoming popular with the townspeople. The examination results of the year were generally satisfactory and Mr. Hart-Davies reports as follows:—

"The results of Government High schools having been previously sent with full remarks it is needless for me to make any further mention here; but I may add that against 211 during the previous year 276 were presented this year at the Government schools examination, from which it would appear that higher education is now appreciated by the natives of this province, and I hope that there will be a permanent improvement. The aided schools are also flourishing, especially the Grammar School under its present Head Master, Mr. Savage."

The results of the annual examination of the High schools are tabulated as under:—

Name of School.	Standards.	Number examined.	Number passed in: Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Needle-work.	All heads.	Percentage passed under all heads. 1881-82.	1880-81.
Government.											
Karáchi	IV. to VI.	92	86	...	77	83	80	...	64	69·5	75·7
Hyderabad	IV. to VI.	142	114	...	137	116	110	...	85	59·8	61·6
Shikárpur	IV. to VI.	42	28	...	41	25	29	...	16	38·0	36
Total ...	.....	276	228	...	255	224	219	...	165	59·7	63
Aided.											
E.—St. Patrick's School, Karáchi* .	VI. to VII.	8	8	...	7	7	8	...	6	75·0	75
E.—Convent do. do. *	VI. to VII.	6	6	...	6	5	6	6	5	83·3	83·3
E.—Grammar do. do. ...	VI. to VIII.	12	6	...	8	9	8	6	2	16·6	50
Mission do. do. ...	IV. to VI.	28	21	23	18	20	21	...	13	46·4	50
Ditto do. Hyderabad*	IV. to VI.	37	36	36	37	34	33	...	29	78·3	78·3
Total ...	.....	91	77	59	76	75	76	12	55	60·4	66·6
Grand Total ...	.....	367	305	59	331	299	295	12	220	59·9	...
Corresponding figures for 1880-81.	.....	298	273	60	250	251	237	7	191	...	64

* Examined in 1880-81.

Middle Class Schools.

51. The returns for the whole Presidency show an increase of 13 schools and of 1,544 scholars. *Government Institutions* show an increase of 8 schools and 930 scholars, *Aided* an increase of 7 schools and of 247 scholars, and *Inspected* a decrease of 2 schools but an increase of 367 scholars.

The Aden School, which has been included under the heading of Government schools, was examined by the Assistant to the Political Agent and reported to be efficient.

Central Division. 52. The figures for the Central Division are :—

	Number of Schools.				Number of Scholars.			
	1880-81.	1881-81.	Increase.	Decrease.	1880-81.	1881-82.	Increase.	Decrease
Government.								
1st Grade	14	14	...	...	1,940	2,124	184	...
2nd Grade	23	22	...	1	511	563	52	...
Total ...	37	36	...	1	2,451	2,687	236	...
Aided.								
Middle Class { Boys' ...	32	34	2	...	3,984	4,065	81	...
Middle Class { Girls' ...	14	19	5	...	1,149	1,351	202	...
Total ...	46	53	7	...	5,133	5,416	283	...
Inspected.								
Middle Class	13	9	...	4	536	524	...	12
Grand Total ...	96	98	7	5	8,120	8,627	519	12

All of the Government 1st grade schools, except Poona and Bársi, show an increase in the attendance, but this increase is most marked "in the Sátára, Thána, Poona Camp and Kalyán schools in the Mofussil and in the Jágannath Shankarsett, Chandanwádi and Fanaswádi schools in Bombay." With regard to fee-receipts, the nine independent schools have advanced from Rs. 24,683 to Rs. 26,463, and General Waddington reports that in the Chandanwádi school the receipts from fees and endowments now exceed the charges. In the five composite High schools the fees of the lower divisions have fallen from Rs. 10,911 to Rs. 7,582, but this decrease is due to a more correct classification of receipts, and the increase already shown under High Schools more than makes up for the loss.

The figures for 2nd grade schools are explained in an extract from the Inspector's report which is printed in Appendix H. But I may add that two schools were closed in Poona and a new school opened in Sholápur.

The increase in the number of aided schools is due to the omission of the private school at Breach Candy and to the inclusion of 8 schools as under :—

European and Eurasian Methodist School, Mázgaon, Bombay.

American Mission Anglo-Vernacular School, Byculla, Bombay.

Free Church Mission Anglo-Vernacular School, Alíbág.

Israelite Benevolent Society's Anglo-Vernacular Boys' School, Khadak, Israel Mohola, Bombay.

Church Missionary Society's European and Eurasian School, Girgaon, Bombay.

St. Andrew's Society's English-teaching School, Bándra.

Frere-Fletcher School, Esplanade, Bombay.

Alexandra Native Girls' Institution, Bombay.

The aided schools are classed by General Waddington as under—

"35 schools connected with Missionary or religious bodies—
26 for Europeans and Eurasians, or Anglo-Portuguese.
9 for Natives.
18 schools not connected with Missionary bodies—
10 for Europeans and Eurasians, or Anglo-Portuguese.
8 for Natives.

53"

The decrease in schools under inspection is caused by the transfer of the Frere-Fletcher School to the list of Aided Middle Class Schools and to the decrease of one school in each of the Native States of Bhor, Jath and Jawhár.

The examination results of the Government 1st grade schools are tabulated as under :—

Name of School	Standards.	Number examined.	Number Passed.						Percentage Passed	
			Mathematics.	2nd Head. Vernacular.	2nd Head. 2nd Language.	History and Geography.	English.	In all heads.	1881-82.	1880-81.
Government 1st Grade Schools.										
Poona	I. to III.	215	184	109	...	108	97	67	31	23
*Sátára	Do.	70	45	51	...	44	51	26	37	37
Ratnágiri	Do.	85	64	57	...	48	35	23	27	34
Sholápur	Do.	51	50	47	...	40	38	35	69	41
Thána	Do.	105	51	49	...	53	49	22	21	21
Poona Camp	Do.	75	61	56	...	42	59	36	48	48
Pandharpur	I. to V.	32	28	24	2	23	29	21	66	53
Kalyán	Do.	83	51	33	11	54	50	27	33	30
Bársi	I. to III.	26	25	20	...	20	20	15	58	58
Jagannáth Shankersett ...	Do.	216	146	112	...	113	107	77	36	22
Fort Branch	Do.	157	154	107	...	107	128	85	54	39
Gokaldas Tejpal ...	Do.	161	157	107	...	109	129	78	48	52
Fanaswadi	Do.	155	131	111	...	117	109	70	45	21
Chandanwádi	Do.	157	136	106	...	99	80	47	30	25
Total ...	.....	1,588	1,283	989	13	977	981	640	40	...
Figures for 1880-81 ...	.....	1,524	1,065	952	13	787	919	486	...	31·8

For the 2nd grade schools the examination results were as under :—

Name of District.	Number of Schools examined.	Standards.	Number of Scholars examined.	Number passed. Mathematics.	Verbacular.	History and Geography.	English	In all heads.	Percentage of passed under all heads. 1881-82.	1880-81
Poona	4	I. to III.	101	67	65	56	62	40	40	40
Sholápur	1	I.	12	8	5	6	9	5	42	...
Sátára	4	I. to III.	78	54	57	51	35	28	35	47
Ratnágiri	1	Do.	14	13	14	13	12	12	86	71
Thána	6	Do.	78	45	53	51	45	36	46	52
Bombay Maráthi Schools ...	3	Do.	66	42	46	39	43	26	39	44
Do. Gujaráti do. ...	3	I.	74	52	36	37	36	16	22	22
	22	.....	423	281	276	253	242	163	38	...
Figures for 1880-81	23	.....	401	301	284	233	248	167	...	41·6

* Examined in 1880-81.

General Waddington reports that the figures for the First Grade Government schools show a very decided improvement, but for details I must refer to the extract of his report printed in Appendix H. In the same appendix will be found the Inspector's remarks on the examination results of the Second Grade schools, which on the whole are less favourable than those obtained in the previous year.

The examination returns for aided schools under Anglo-Vernacular standards are :—

Name of School.	Standards.	Number examined.	Number passed.					Needle Work.	Percentage passed under all heads.
			Mathematics.	Vernacular.	History.	English and Geography.	In all heads.		
Robert Money Institution	I to III.	70	30	...	24	43	10	...	14
General Assembly's Institution, Kálbádevi Road, Bombay	Do.	90	58	...	42	56	24	...	27
Free General Assembly's Institution, Khetwadi, Bombay...	Do.	51	39	...	20	35	10	...	20
American Mission School, Byculla ...	II to IV.	4	3	4	4	4	3	2	75
Adarji Kawasji Anglo-Vernacular School, Dhobitaláv, Bombay .	I to II.	24	24	22	17	20	15	22	63
Framji Nassirwanji Anglo-Vernacular School, Khetwadi, Bombay ..	I to III.	88	64	53	60	56	29	...	33
Free Church Mission High School, Poona	Do.	69	36	26	25	45	18	...	26
Free Church Mission Anglo-Vernacular School, Alibág	I to V.	30	26	24	20	22	15	1	50
Israelite Benevolent Society's Anglo-Vernacular School, Israel Mohola, Bombay	I.	14	5	12	10	12	5	...	36
* Sir Kawasji Jehangirji Readymoney Girls' School, Khetwadi, Bombay...	Do.	11	4	9	6	9	3	11	27
* All Saints' S. P. G. Mission Girls' School, Dápoli	Do.	4	2	2	2	2	1	3	25
* S. P. G. Mission Orphanage, Dápoli	I to III.	37	28	25	23	24	18	...	48
* Mission Orphanage and Christian Boys' Anglo-Vernacular School, Panch Howd, Poona...	I to IV.	4	3	4	2	2	2	...	50
	.....	496	322	181	* 255	330	153	39	30

The examination-returns for European and Eurasian schools are as under :—

Name of School	Standards.	Number examined	Number passed.					Needle work.	Percentage passed under all head
			Mathematics.	English.	Writing.	History.	In all heads.		
E.—Scottish Education Society's John Connon High School, Fort, Bombay	I to V.	26	19	22	24	16	14	6	54
E.—Cathedral High School, Fort, Bombay	Do.	97	89	66	86	68	60	29	62
E.—Convent School, Meadow Street, Fort, Bombay	Do.	31	15	15	28	16	8	19	26
Convent School, Mázgaon, Bombay	I to III & V.	37	20	17	29	17	7	30	19
St. John's Anglo-Portuguese School, Lower Máhím ...	I to IV.	94	88	77	87	42	65	...	69
E.—Scottish Education Society's High School, Byculla ...	I to V.	91	86	77	83	51	61	40	67
St. Xavier's School, Esplanade, Bombay	Do.	459	380	257	362	220	179	...	39
E.—St. Peter's Boys' School, Mázgaon, Bombay	I to VII.	20	12	13	17	12	7	...	35

* Examined in 1880-81.

Names of Schools.	Standards.	Number examined.	Number Passed.					Needle work.	Percentage passed under all heads
			Mathematics.	English.	Writing.	History.	In all heads		
E.—Methodist Episcopal School, Mázgaon	I to III & V.	31	6	12	22	16	2	11	6
E.—Convent School, Poona ...	I to V.	106	98	98	96	59	79	103	75
E.—Victoria Girls' School, Poona...	Do.	39	26	28	31	20	14	24	36
E.—St. Mary's Girls' School, Poona.	Do.	47	34	40	47	21	21	39	45
E.—Bishop's High School, Poona ...	Do.	50	30	41	44	31	20	...	40
E.—Church of England High School at Panchgani ..	I to IV.	17	11	12	15	10	8	7	47
St. Stanislaus' School, Bándra.	I to V	144	138	118	140	60	108	...	75
St. Joseph's Native Female Orphanage, Bándra, Bombay..	Do.	155	107	89	133	44	51	127	33
St. Ann's English teaching School, Poona	I to III.	18	15	13	16	5	7	17	39
E.—S. P. G. Railway Company's School at Lonávli	Do.	38	10	28	37	8	10	12	26
E.—B. B. & C. I. Railway Company's School at Parel ...	I to II.	13	13	12	13	5	12	6	92
* E.—St. Mary's Institution, Bombay	I to V.	241	216	185	200	118	132	...	55
* E.—Scottish Orphanage, Máhim, Bombay	Do.	69	68	49	56	47	35	35	51
° St. Vincent's School, Poona ..	Do.	110	105	73	78	75	51	...	46
° E.—Education Society's High School, Byculla, Bombay ...	Do.	110	105	85	98	74	70	...	64
* E.—Education Society's Girls' School	Do.	70	65	47	60	42	40	70	57
* E.—Indo-British Boys' School, Sonápur, Bombay	I to VI.	45	40	33	42	23	28	...	62
* E.—Indo-British Girls' School, Sonápur, Bombay	Do.	36	36	34	34	26	32	36	88
* E.—St. Peter's Girls' School, Mázgaon	I to VIII.	43	39	29	38	24	20	40	43
* E.—Mrs. Thomas' School, Khetwadi, Bombay	I to VI.	19	14	11	19	9	8	15	42
* St. Joseph's Girls' School, Cavel, Bombay	I to V.	66	62	59	61	34	42	64	63
* Maria Christiana Viegas' School, Lower Máhim, Bombay ...	Do.	33	26	31	30	7	15	33	45
* E.—Pensioners' School, Poona ...	I to V.	38	30	22	29	16	16	10	42
E.—Conference School, Poona ...	I to VIII.	38	32	16	31	13	10	15	26
* E.—G. I. P. Railway Company's School, Sholápur	I to IV.	8	4	7	8	2	4	2	50
* E.—Convent School, Fort, Bombay.	I to VII.	49	43	46	42	27	32	44	65
	.....	2,488	2,082	1,762	2,136	1,258	1,268	834	50

* Examined in 1880-81.

On the figures for aided schools General Waddington remarks as follows :—

"Of the ancillary portions of High Schools, I have already made remarks when writing of the High Schools proper. I submitted special reports on the Railway Schools at Parel, Lonávli and Sholápur, and was able to report favourably of them all, the Lonávli School especially having made great progress under a new master. Amongst the new schools aided this year for the first time, is the Israelite Benevolent Society's Anglo-Vernacular School at Bombay, which promises well, and will be of much service to the Beni-Israel community. In my special report on the schools of the Anjuman-i-Islam I wrote—'As regards progress and efficiency I am able on the whole to report fairly, considering the time the school has been in existence, and the difficulties with which it has to contend.' It requires however better accommodation, and a superior staff of masters. I have again to report favourably of my inspection of the Frere-Fletcher School. The Alexandra Institution for Parsi girls I found in a very bad way, with no lady Superintendent, the whole of the teaching-work having been entrusted, for 4 months before my visit, to an assistant and 3 pupil-teachers. Even the assistant was absent when I visited the school, the state of which reflects no credit on the managers."

Most of the schools under inspection will be noticed in the paragraphs relating to schools in Native States. Of the schools in British districts the Poona Native Institution has been already mentioned, and the two schools (the Bhendi Bazár and Khetwádi schools in Bombay) which were examined under the Government standards are not favourably noticed by the Inspector. The examination-results were "better than those of the previous year, yet the progress of these schools is not very satisfactory and the nature of the work done is more or less capricious and desultory."

North-East Division.

53. The returns for the North-East Division are :—

	Number of Schools.		Number of Scholars.		Schools.	Scholars.
	1880-81.	1881-82.	1880-81.	1881-82.	Increase.	Increase.
Anglo-Vernacular Division of the Dhulia High School ...	1	1	84	87	...	3
Anglo-Vernacular Division of the Násik High School	1	1	106	145	...	39
Ahmednagar 1st Grade Anglo-Vernacular School	1	1	146	155	...	9
Second Grade Anglo-Vernacular Schools	10	13	200	386	3	186
Aided.						
Middle Schools	4	4	180	217	...	37
Total ..	17	20	716	990	3	274

The fee-receipts of the Government schools of the 1st grade show a satisfactory increase, having risen from Rs. 3,614 to Rs. 3,993.

The following table gives the examination-results of all middle class schools in the North-East Division :—

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed under all heads.	Percentage passed in previous year.
			Mathematics.	Vernacular.	2nd Language or Writing.	History and Geography.	English.	Needle Work.	In all heads.		
Government.											
1st Grade.											
Lower Division, Dhulia	I.—III.	84	70	76	...	59	65	...	50	59·52	24·48
Do. Násik	I.—III.	94	81	66	...	62	60	...	45	47·87	20·9
Ahmednagar 1st Grade School	I.—III.	119	93	81	...	78	90	...	51	42·86	28·5
Total ...	...	297	244	223	...	199	215	...	146	49·16	25·1
2nd Grade.											
Khándesh (9 Schools)	I.—II.	116	94	86	...	73	72	...	47	40·51	42·5
Ahmednagar (1 School)	I.—III.	20	11	17	...	13	10	...	9	45·	33·3
Násik (3 Schools)	I.—III.	74	62	47	...	45	49	...	35	47·29	42·8
Total ..	...	210	167	150	...	131	131	...	91	43·33	41·4
Aided.											
E.—G. I. P. R. School, Igatpuri	I.—V.	19	9	...	13	8	14	8	3	15·78	42·8
E.—St. Joseph's English-teaching School, Igatpuri	I.—V.	39	32	...	27	20	31	...	17	43·58	56·5
E.—Methodist Church Day School, Igatpuri	I.—V.	25	23	...	21	14	18	14	15	60·	46·6
E.—*G. I. P. R. School, Bhosawal ...	I.—IV.	11	10	...	14	7	15	6	4	19·	55·
Total ...	...	94	74	...	75	49	78	28	39	41·49	41·25
Grand Total ...	...	601	485	373	75	421	424	28	276	45·92	...
Corresponding figures for 1880-81 ...	...	491	294	286	34	312	283	17	163	...	33·

* Examined in 1880-81.

These returns are satisfactory, and Mr. Jacob gives a particularly good account of the Government 1st Grade Schools, especially of those at Násik and Ahmednagar, where the classes have outgrown the accommodation which is available for them. Of the Ahmednagar master, Mr. Jacob writes as follows:—

"The Head Master of the Ahmednagar 1st Grade Middle School showed commendable zeal in forming a school-museum of Natural History. Besides the collection of ferns given by Mr. Fairbank, the school was presented by Khán Bahádur Nasirwanji Kharsetji with 20 interesting specimens from China and Japan. Other objects in the museum were obtained by the boys themselves during excursions with the Head Master and his assistants."

The account of the 2nd grade schools is also satisfactory.

"The three schools opened before the end of March were at Parola, Jamner and Raver in Khándesh." * * *

* * * "The older schools* in almost every instance show some improvement on last year—the most advanced schools being those at Málegaon and Bhusával. At the former town, and also at Yeola, the people petitioned for an extension of the present English course up to the standard of the 1st Class Public Service Certificate Examination. They stated that many parents in those towns who do not wish to give their sons a High School education, are desirous that they should qualify for admission to the Public Service or at least put something of a finish to the preliminary studies prescribed in the first three English standards, which they now learn. The proposal came too late for effect to be given to it before the close of the year; but I hope very shortly to carry out their wishes. The extra cost of the extension will be borne entirely by the towns themselves, and will in no way fall upon the District Educational Fund.

Namely:
(a). Bhusával. Chopda. Dharangaon. Erandol. Jalgaon. Sávda. — Khándesh.
(b). Málegaon. Sinnar. Yeola. — Násik.
(c). Sangamner. — Ahmednagar.

"At Bhusával the Great Indian Peninsula Railway Company requested (as I reported to you last year) that special accommodation might be made in our 2nd Grade Anglo-Vernacular School for the instruction of the children of their native employés. It has now been arranged to build a new school-house to accommodate 250 children, the Company giving us a site and Rs. 2,500 towards the cost of the building. They have also consented to give Rs. 120 per annum as their share of the cost of an extra teacher."

With regard to the aided schools special reports have been submitted on the two Railway schools in which it was shown that their condition was not entirely satisfactory, but the other two schools appear to have passed a fairly creditable examination.

Northern Division.

54. In the Northern Division there is an increase of 1 school and 443 scholars.

	Number of Schools.				Number of Scholars.			
	1880-81.	1881-82.	Increase.	Decrease.	1880-81.	1881-82.	Increase.	Decrease.
Government.								
1st Grade	11	13	2	...	1,375	1,549	174	...
2nd Grade	1	1	...	...	29	18	...	11
Total ...	12	14	2	...	1,404	1,567	174	11
Aided.								
1st Grade	4	3	...	1	470	380	...	96
Inspected.								
1st Grade, British Districts ...	1	2	1	...	70	182	112	...
1st Grade, Native States. ...	7	14	7	...	734	1,398	664	..
2nd Grade ... Native States ...	14	6	...	8	496	96	...	400
Total ...	22	22	8	8	1,300	1,676	776	400
Grand Total ...	38	39	10	9	3,180	3,623	950	507

The number of Government 1st Grade Schools has been increased by the promotion of the 2nd Grade School at Dholka and by the opening of a new school at Ránder. And the fee receipts of the Government 1st Grade Schools have risen from Rs. 7,802 to Rs. 8,573.

Under Government 2nd Grade Schools the place of the Dholka school has been filled by the opening of a school at Godhavi in the Ahmedabad District, which "has been lately opened through the liberality of Mr. Virchand Dipchand, who has contributed a sum of Rs. 180 per annum for 3 years to its support, has supplied a room for the boys to sit in, and has given a donation of Rs. 50 for books and furniture." With regard to the establishment of new English classes, Mr. Giles's remarks are:—

"I noticed last year that the arrangement made for the English classes at Máhudha and Godhra was unsatisfactory. I have during the year under report found that it was impossible to continue it, and have ordered the Máhudha class to be closed, as the people would not guarantee a sum of Rs. 15 per mensem towards its support. The Godhra class also will, I fear, have to be closed as masters cannot be found who are willing to serve in a Táluka school all day and teach English afterwards on a precarious salary of Rs. 12 plus fee-receipts. The arrangement was, in my opinion, irregular, and should never had been sanctioned. In Kaira, I have obtained agreements from the people of Umreth and Borsad to guarantee Rs. 15 per mensem, and classes have been opened, which next year will appear as 2nd Grade Anglo-Vernacular Schools. At Kapadvanj also an English class will shortly be opened. I have had several applications from other places, but have refused to open classes until the people will give the requisite guarantee, as I do not think it right to spend Local Fund money on such schools. Even with a guarantee of Rs. 15 per mensem the Local Fund expenditure would be about Rs. 10 per mensem on the English class. Those who want to learn English must be prepared to pay for it, and Rs. 15 per mensem seems not much to demand from a town like Jambusar, which with much liberality offered me Rs. 8 per mensem. So at Máhudha the people offered Rs. 10 but refused to go beyond that figure."

The changes under aided and inspected 1st Grade Schools in British districts are caused by the transfer of Mr. Jehangirji Motabhai Vakilna's School to the list of schools under inspection, and the changes under Native States are due to the promotion of the State schools at Limdi, Wadhwán, Gondal, Morvi, Mahuva, and Rádhanpur and of a private school at Wala. There was also a second grade school in the Surat Agency which was closed as a failure.

The examination returns are as under:—

Name of School.	Standards.	Number examined.	Number passed.						Percentage passed under all heads.	
			Mathematics.	Vernacular.	Second Language	History and Geography.	English.	In all heads.	1881-82.	1880-81
Government.										
1st Grade.										
*Bulsár	I.—V.	67	57	56	9	59	57	42	62·7	62·7
*Navsári	I.—IV.	51	39	49	...	42	41	30	58·8	58·8
*Anklesvar	I.—V.	30	26	26	...	23	23	21	70.0	70·0
Kaira	I.—IV.	29	28	26	...	24	20	17	58·6	63·3
Viramgám	Do.	50	48	48	6	42	38	34	68·0	73·2
Camp Deesa	I.—III.	21	20	17	...	15	11	10	47·6	47·8
Branch School, Surat	I.—III.	240	197	206	...	199	224	154	64·2	63·9
Ahmedabad Branch, No. I	I.—III.	96	89	94	...	90	94	82	85·4	75·8
Ahmedabad Branch, No. II	I.—III.	98	87	86	...	77	84	61	62·2	47·4
Dholka	Do.	19	19	18	...	19	19	18	94·7	..
Broach	Do.	139	121	119	...	114	104	89	64·0	72·2
Nadiád	Do.	82	78	74	...	71	72	66	80·5	70·1
Rander	Not examined.									
Total	...	922	809	819	15	775	787	624	67·7	...
Aided.										
Pársi Panchávat English School, Surat.	I.—IV.	85	74	73	10	75	72	59	69·4	62·5
Surat Mission	I.—III.	88	66	60	...	67	52	36	40·9	..
Ahmedabad Mission	I.—III.	80	65	46	...	35	51	26	32·5	..
Total	...	253	205	179	10	177	175	121	47·8	

* Examined in 1880-81.

Name of School.	Standards.	Number examined.	Number passed.						Percentage passed under all heads.	
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	In all heads.	1881-82.	1880-81
Inspected.										
Dákore	I.—III.	26	22	14	...	12	9	6	23·1	25·0
Jehangirji School, Surat	Orally examined.									
Rájkot	I.—III.	138	121	124	...	119	113	93	67·4	69·2
Junágad	I.—III.	80	77	74	...	76	73	69	86·3	74·6
Navánagar	I.—III.	84	76	64	...	67	70	60	71·4	63·2
Bhávnagar	I.—II.	149	114	75	...	93	90	58	32·2	62·6
Wadhwán City	I.—IV.	39	30	30	3	29	30	26	66·7	...
Limdi	I.—III.	45	43	40	...	44	40	36	80·0	...
Gondul	Do.	46	45	44	...	44	43	40	86·9	...
Pálanpur	I.— V.	37	34	34	...	30	25	22	59·5	65·2
Rádhanpur	I.—IV.	23	21	19	...	18	19	14	60·9	...
Morvi	I.—IV.	50	39	45	...	44	44	35	70·0	...
Mahuva	I.—IV.	36	36	21	...	30	18	16	44·4	...
Wala	I.—III.	13	13	12	...	13	12	11	84·6	...
Total		766	671	596	3	619	586	486	63·5	...
		1,941	1,685	1,594	28	1,571	1,548	1,231	62·9	...
Figures for 1880-81 ...		1,376	1,256	1,210	9	1,160	1,089	872	...	63·3

The examination-returns for 2nd Grade Schools are :—

Name of School.	Standards.	Number examined.	Number passed.						Percentage of passed under all heads.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Passed under all heads.	
2nd Grade Government.									
Ahmedabad— Godhavi	I. to II.	11	11	10	...	9	11	8	72·7
Inspected.									
Kattyawar— Wadhwán Station	I. & II.	11	10	10	...	7	8	7	63·6
Songadh	I. & II.	5	5	2	...	4	3	2	40·0
Dhrángadhra	I.	6	4	3	...	4	3	2	33·3
Panch Mahále— Nándod	I. & II.	6	2	3	...	2	4	1	16·7
Surat— Dharampor...	I. to IV.	19	16	13	...	13	14	12	63·2
Mahi Kántha— Sádra Tálukdári	Not examined according to standards								
Total ...	...	47	37	31	...	30	32	24	51·1
Grand Total ...	...	58	48	41	...	39	43	32	55·2
Figures for 1880-81 ...	...	239	217	191	...	195	188	155	64·85

Mr. Giles reports that

"in the Surat Branch School, Viramgám School, the Ahmedabad Branch No. I, and the lower divisions of the High Schools at Broach and Nadiád good work was shown. Branch School No. II. Ahmedabad was in a slightly better condition than last year, but there was still much room for improvement. The Kaira and Camp Deesa Schools were in much the same state as last year. The Dholka School, on the contrary, was in first rate order."

The two aided schools or the lower divisions of the Mission High Schools are also favourably noticed by the Inspector. Among the schools under inspection Pálanpur is said to be slowly improving. Rádhanpur obtained poor results owing to the weakness of the staff, a defect since remedied by the Nawáb ; and Dákore was found to be in a very bad condition owing to the absence of the Head Master and the incompetence of some of the teachers. On this last school Mr. Giles has reported fully to the 1st Class Subordinate Judge at Ahmedabad who represents the school-managers. Of the rest of the schools under inspection there is little to remark, except that the Wadhwán Camp School has made great progress and bids fair to be popular and successful under an energetic Head Master, and that the Tálukdári School at Sádra is reported to have an average attendance of but 6 boys.

Southern Division.

55. Under Middle Class Schools the Southern Division shows an increase of 5 schools and of 232 scholars.

	Number of Schools.			Number of Scholars.			
	1880-81.	1881-82.	Increase.	1881-82.	1881-82.	Increase.	Decrease.
Government.							
1st Grade	6	6	...	474	470	...	4
2nd Grade	39	42	3	797	987	190	...
Total ...	45	48	3	1,271	1,457	190	4
Aided.							
1st Grade (Boys) ...	4	4	...	250	335	85	...
Do. (Girls) ...	1	2	1	45	29	...	16
Total ...	5	6	1	295	364	85	16
Inspected.							
1st Grade	5	5	...	470	408	...	62
2nd Grade	10	11	1	235	274	39	...
	15	16	1	705	682	39	62
	65	70	5	2,271	2,503	314	82

The increase of schools is caused by the opening of two Local Committee Schools in Belgaum and of two in North Kánara, while one school in Dhárwár has been closed. A school for European girls at Dhárwár has been put upon the grant-in-aid list, and a new English school has been opened at Lakshmeshwar. In the number of 1st Grade Government schools there is no change, but the fee receipts have risen from Rs. 3,263 to Rs. 3,563.

The examination results are as under:—

Name of School	Standards.	Number examined.	Number passed.					Percentage of passed under all heads.	
			Mathematics.	Vernacular.	History and Geography.	English.	In all heads.	1881-82.	1880-81.
Government.									
First Grade.									
Belgaum	I. to III.	71	63	60	51	60	42	59·15	40·3
Dhárwár	Do.	119	87	105	98	88	58	48·82	54·1
Kárwár	Do.	52	42	41	39	34	26	50·	52·5
Kaládgi	I. to IV.	63	53	53	53	48	42	66·66	57·4
Hubli	I. to V.	73	63	60	52	59	44	60·27	57·8
Kumta	Do.	45	22	40	27	38	17	37·77	9·2
Total ...	...	423	330	359	320	327	229	60·39	45·7
Second Grade.									
15 Belgaum District	I. to III.	207	176	176	149	153	115	55·55	53·8
18 Dhárwár do.	Do.	261	191	204	181	170	137	52·49	54·4
4 Kaládgi do.	Do.	89	61	69	56	50	43	48·31	43·5
5 Kánara do.	Do.	84	68	68	51	53	42	50·	60·4
Total ...	...	641	496	517	437	426	337	52·57	53·4
Aided.									
* Belgaum London Mission School ...	I. to III.	71	53	52	58	47	28	39·4	39·4
Dhárwár German Mission School ...	I. to VI.	56	40	39	38	29	21	37·5	45·4
E.—Belgaum Roman Catholic Convent Girls' School ...	I. to V.	12	6	11	7	2	2	16·66	85·1
E.*—Do. do. Boys' do. ...	Do.	18	12	13	15	12	9	50·	50·
E.—Belgaum Pensioners' School ...	I. to IV.	23	20	22	21	15	18	78·26	69·2
E.—Dhárwár Girls' School ...	I. to III.	17	16	17	15	10	14	82·35	...
Total ...	...	197	147	154	154	115	92	46 70	53 7
Inspected.									
First Grade.									
Miraj	I. to VI.	102	97	85	85	77	65	63·72	55·
Sángli	I. to V.	73	56	59	56	52	40	54·79	38·02
Jamkhandi	I. to III.	30	22	30	28	27	15	41·66	22·5
Mudhol	I. to IV.	39	34	30	26	27	20	51·28	53·06
Kolhápur	I. to III.	120	63	83	105	94	58	48·33	62·1
Total ...	...	370	272	287	300	277	198	53·51	50·8
Second Grade.									
6 Kolhápur State	I. to III.	92	84	67	70	69	52	56·52	52·5
1 Sángli do.	I. to II.	33	13	17	20	19	10	30·30	45·2
1 Savanur do.	I. to III.	20	19	20	19	14	14	70·	31·2
1 Lakshmeshvar do.	I.	5	5	5	5	5	5	100·	...
Total ...	...	150	121	109	114	107	81	54·	47·8
Grand Total ...	...	1,781	1,366	1,426	1,295	1,252	937	52·61	60·6
Figures for 1880-81 ...	...	1,498	1,130	1,195	992	1,023	758	50·6	50·6

* Examined in 1880-81.

Of the Government 1st Grade Schools—

"Kaládgi and Hubli came first and second. These schools have kept their position for the last three years, and are improving year by year. Kumta, though it comes last as before, did better than in the previous year. Next to Hubli come Belgaum and Kárwár, and Dhárwár comes last but one. Among the 1st grade schools in Native States Miraj comes first and Sangli and Mudhol come before Kolhápur. Jamkhandi (though it comes last this year also) did better than in the previous year. Kolhápur, which came first last year, lost its place this year. The Miraj School teaches up to matriculation and is doing well under Mr. Indapurkar. One boy passed from that school in the last matriculation examination."

Of the Local Committee Schools (2nd Grade) Mr. Russell writes as follows—

"In percentage of passed students, Belgaum District comes first and Kaládgi last. Kánara District comes next to Dhárwár. In some of these schools no extra fee was levied nor were contributions required for English classes, there being no extra expenditure incurred. But lately all English classes have been ordered to be closed, where fees or contributions, or both, do not amount to a certain sum. Many of the second grade schools in the Southern Division have much improved this year in both attendance and progress. Mr. Kerur remarks—'English learners in the Haveri Second Grade School were in no way inferior in pronunciation, translations, and copy-writing, to the High School boys of the same standing.' Two 2nd Grade Anglo-Vernacular Schools (Gadag and Kittur) have an attendance of more than 50 boys each, against one such school (at Gadag) last year. The Kittur School (in Belgaum District) is doing very well under Mr. Joshi. Many of the English learners in this school are from the surrounding village-schools. Mr. Joshi has started a boarding-house for such boys. Besides these two schools, there are some others equally important, with an attendance of nearly 40 boys, *i.e.* Athni, Haveri, Bagalkot, Ankola, Sirsi, &c."

56. Under Middle Class Schools Sind shows the following figures :—

	Schools.			Scholars.			
	1880-81.	1881-82.	Increase.	1880-81.	1881-82.	Increase.	Decrease
Government.							
1st Grade	5	5	...	582	670	88	..
2nd Grade	7	8	1	327	351	24	...
Total ...	12	13	1	909	1,021	112	..
Aided.							
1st Grade, Boys ...	7	7	...	542	501	...	41
1st Grade, Girls ...	1	1	...	115	123	8	...
2nd Grade	3	3	...	140	127	...	13
Total ...	11	11	...	797	751	8	54
Unaided.							
2nd Grade	...	1	1	...	26	26	...
Total ...	...	1	1	...	26	26	...
Grand Total ...	23	25	2	1,706	1,798	146	54

The increase in schools is due to the opening of an English class at Rohri and to the inspection of a new private school at Hyderabad. The increase in attendance is mainly due to the Government schools at Sukkur, Karáchi and

Shikárpur, and the fee receipts of Government First Grade Schools have risen from Rs. 2,635 to Rs. 6,253. This large increase "is owing partly to the rough division made in the case of composite High Schools of fee-receipts in the year 1880-81 and partly to the increase in the fee-rates and the attendance at schools during the year just closed."

The examination-returns show generally a high average of passes—

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed under all heads.	
			Mathematics.	Vernacular or writing.	Second Language.	History and Geography.	English.	Needle work.	In all heads.	1881-82.	1880-81.
First Grade.											
Government.											
Karáchi	I. to III.	139	120	135	...	116	116	..	97	69·7	70·6
Tatta	I. to V.	51	48	38	8	46	37	...	36	70·6	90·4
Hyderabad	I. to III.	105	104	102	...	92	84	...	77	73·3	63·5
Shikárpur	I. to III.	116	115	114	...	89	97	...	80	68·9	67·4
Sukkur	I. to IV.	84	82	74	9	72	68	...	62	73·8	66·2
Total ...	..	495	469	463	17	415	401	...	352	71·1	69·5
Aided.											
St. Patrick's School, Karáchi*...	I. to V.	114	108	111	...	65	104	...	96	84·2	84·2
European and Eurasian School, *Manora	I. to V.	16	15	16	...	10	16	...	15	93·7	93·7
Grammar School, Karáchi ...	I. to V.	51	47	50	...	28	45	19	37	72·5	80·0
Convent School, Karachi ...	I. to V.	73	72	71	...	47	72	73	66	90·4	90·4
Mission School, Karáchi ...	I. to III.	67	45	61	...	46	40	...	22	32·8	68·7
St. Joseph's School, Hyderabad	I. to III.	15	15	15	...	10	15	5	15	100·0	73·3
Mission School, Hyderabad ...	I. to III.	47	40	46	...	38	38	...	31	65·9	65·9
European and Eurasian School, Sukkur	I. to III.	9	7	9	...	3	8	...	6	66·6	...
Total ...	...	392	349	379	...	247	338	97	288	73·5	79·9
Total First Grade ...	...	887	818	842	17	662	739	97	640	72·1	74·2
Second Grade.											
Government.											
Karáchi Collectorate	I. to IV.	76	73	65	7	54	68	...	48	63·1	68·
Hyderabad do.	I. to III.	45	43	43	...	43	42	...	42	93·3	82·3
Shikárpur do.	I. to IV.	148	113	126	12	99	109	...	74	49·3	74·7
Thar and Párkar District ...	I. to III.	13	13	13	...	12	13	...	12	92·3	71·4
Upper Sind Frontier District ..	I. to III.	15	14	15	...	12	13	...	9	60·0	66·6
Total ...	...	297	256	262	19	220	245	...	185	61·9	73·
Aided.											
Karáchi Collectorate	I. to III.	19	13	17	...	15	15	5	11	57·8	89·4
Hyderabad do.	I. & II.	87	84	77	...	81	83	...	68	78·1	53·6
Total ...	...	106	97	94	...	96	98	5	79	93·4	58·3
Total Second Grade ...	...	408	353	356	19	316	343	5	264	70·2	67·2
Grand Total Middle Class Schools ...	...	1,290	1,161	1,198	36	978	1,059	102	904	71·5	.
Corresponding figures for 1880-81.	...	1,171	1,065	1,081	11	912	1,032	75	844	...	72·

* Examined in 1880-81.

The study of English and Optional Languages, &c.

57. The figures for the institutions connected with Government show a large increase in the number of students learning English :—

Number of Institutions.		Grade of School.	Number learning English.		Increase.	Decrease.
1880-81.	1881-82.		1880-81.	1881-82.		
9	9	Colleges...	1,101	1,045	...	56
51	50	High Schools	5,295	6,054	759	...
107	118	1st Grade Anglo-Vernacular Schools	11,420	13,110	1,690	...
119	113	2nd do. do. ...	2,998	2,992	...	6
20	28	Female Schools...	1,326	1,581	255	..
1	8	Special and Technical Schools...	40	397	357	..
1	1	Normal Schools...	57	46	...	11
308	327	Total ...	22,237	25,225	3,061	73

The figures for voluntary languages are :—

Languages.	1880-81.	1881-82.	Increase.	Decrease.
Sanskrit	3,295	3,522	227	.....
Latin	739	985	246	.....
Persian	1,680	1,922	242	.....
Hebrew	53	29	.....	24
Greek	4	1	.....	3
French	104	120	16	.....
Total ...	5,875	6,579	731	27

58. The usual table regarding the social position of students in Government institutions of the higher class is given below :—

	Sons of persons of property.	Sons of professional persons.	Sons of Merchants.	Sons of Contractors.	Sons of Government Officials	Sons of Pensioners.	Sons of Officials under Native States.	Sons of private clerks.	Sons of Village Officers.	Sons of petty tradesmen.	Sons of Priests.	Sons of Shroffs, Brokers and Money-lenders.	Sons of Artisans and servants.	Sons of Cultivators.	Sons of Beggars.	Sons of Day-labourers.	Sons of Soldiers.	Others.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Colleges	68	81	80	11	299	48	59	57	2	34	28	37	5	30	..	1	3	20	863
High Schools	427	194	269	67	1,007	187	115	387	93	171	153	168	54	127	16	9	6	151	3,661
1st Grade Anglo-Vernacular Schools	395	242	314	88	1,181	134	99	651	158	497	230	311	217	291	69	68	23	232	5,200
Total ..	890	517	663	166	2,487	369	273	1,095	253	702	411	516	276	448	85	78	32	403	9,664

Vernacular Schools (Boys').

59. The number of Vernacular schools for boys at the end of the year was 5,012 with 312,771 scholars against 4,705 schools with 275,642 scholars at the end of the previous year.

The details for March 1882 are :—

	Number of Schools.	Number of Scholars.	Increase of	
			Schools.	Scholars.
Government	3,603	231,272	208	27,594
Aided	146	9,564	15	1,137
Inspected	1,233	70,450	82	8,290
Police and Jail Schools	30	1,485	2	108

The increase is divided between the several Divisions as under :—

	Schools.	Scholars.
	Increase.	Increase.
Central Division	68	8,157
North-East do.	111	6,459
Northern do.	70	9,789
Southern do.	33	11,184
Sind	25	1,336
Aden	...	204
Total ...	307	37,129

Cess Schools.

60. A statement* regarding Cess Schools will be found in Appendix I. The increase of the year for second grade and vernacular schools together is 281 schools and 30,909 scholars against an increase of 323 schools with 30,982 scholars in 1880-81. This increase is due in the first place to the prosperous state of the country and to the growing desire of the people for education. And as a proof of this increasing desire for elementary instruction, I note that the fee-receipts rose from Rs. 1,29,107 to Rs. 1,52,491. A second cause for the satisfactory results of the year is to be found in the Local Fund Committees† who, with the Government Inspectors, have worked hard to extend and improve the system of Local Cess schools throughout the country.

The number of scholars in the cess schools with the proportion which children of cess-payers bear to the whole number on the rolls is shown below : ‡ —

	2nd Grade Anglo-Vernacular Schools.			Vernacular Schools.		
	Total number on rolls.	Cess-payers.	Proportion per cent.	Total number on rolls.	Cess-payers.	Proportion per cent.
Central Division	563	120	21·31	62,466	39,015	63·30
North-East Division	386	136	35·23	45,691	27,186	59·58
Northern do.	...	...	...	64,138	44,345	69·14
Southern do.	987	714	72·34	54,514	34,252	62·27
Sind	351	98	27·92	15,027	3,548	23·61
Total ...	2,287	1,068	46·69	241,836	148,346	61·34
Total for 1880-81 ...	2,711	919	33·89	211,536	131,588	62·19

The returns for different castes are given later on and it will be seen from those returns that the number of Kunbis or "cultivators" as distinguished from labourers, &c., is 61,142 or 8,055 more than shown in the report for 1880-81.

* The Municipal Schools in the Island of Bombay are included, also the 2nd grade schools already counted under Middle Class Schools.

† See remarks of the Presidents in Appendix I. ‡ The returns are incomplete.

The occupations of the parents of children attending schools on the local cess budgets are shown in the following table* :—

	2nd Grade Anglo-Vernacular Schools.					Vernacular Schools.				
	Total number on rolls	Sons and relations of people classed as				Total number on rolls.	Sons and relations of people classed as			
		Agricultural.	Partly agricultural.	Non-agricultural.	Total.		Agricultural.	Partly agricultural.	Non-agricultural.	Total.
Central Division	563	27	148	388	563	59,844	16,344	17,277	26,223	59,844
North-East Division	386	9	139	238	386	43,791	13,763	11,924	18,104	43,791
Northern do.	...	...	.	...	...	60,779	26,658	9,582	24,539	60,779
Southern do.	987	209	248	530	987	52,205	20,654	10,654	20,897	52,205
Sind	351	9	40	302	351	13,921	1,652	2,068	10,201	13,921
Total ...	2,287	254	575	1,458	2,287	230,540	79,071	51,505	99,964	230,540
Total for 1880-81 ...	2,711	214	494	2,003	2,711	201,700	68,341	46,640	86,719	201,700

Municipal Grants.

61. The primary schools in the town of Sukkur have for some years been under the management of the Municipality, which receives grants from Government according to the ordinary rules for payment by results. No other town has followed the example set by Sukkur, but we have received large assistance from some of the most important Municipalities, such as Bombay, Surat and Ahmedabad. The Presidency,† in particular, has been most liberal in its assistance, and has lately made an additional grant of Rs. 5,000 per annum in aid of Urdu schools which are to be established by the Anjuman-i-Islam. For the Mofussil Municipalities, I must refer to Appendix J. which gives the number of schools and scholars for each town, the local receipts, the total cost, and the excess of charges over total receipts, which is made good out of the resources at the disposal of the District Committees.

Town and rural population.

62. But the Municipalities do not coincide with the towns, and with the view of showing the educational position of the urban as compared with the rural population, I have taken the towns which in 1871 had a population of 5,000 and upwards and contrasted their school statistics with those returned for the smaller towns and villages. Details are given in Appendix K, but the grand totals for British Districts in the years 1871 and 1882 are as under :—

	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular Standards and recognized by the Educational Department.		Number of children learning Vernacular Standards.		Percentage of children to population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Grand Total for towns with a population of 5,000 and upwards	179	2,776,812	499	744	45,497	88,663	1·63	3·19
Grand Total for smaller towns and villages	26,473	13,452,962	1,845	3,242	86,728	167,234	·63	1·24
Grand Total for Presidency ...	26,652	16,229,774	2,344	3,986	132,225	255,897	·81	1·57

Central Division.

63. The figures for the Central Division are :—

	Number of Schools.	Number of Scholars.	Increase.	
			Schools.	Scholars.
Government	1,033	60,306	43	6,070
Aided	61	4,645	8	903
Inspected	154	6,740	17	1,184
	1,248	71,691	68	8,157

* The returns are incomplete. † The Bombay Schools are shown in Appendix I.

General Waddington remarks that the increase in Local Committee schools has been general, but is most marked in Poona, Thána and Ratnágiri, and the fee receipts of the Local Committee schools have increased from Rs. 49,708-10-5 to Rs. 57,770-9-5 :—

"Though the number of schools has not for want of funds increased so much, it is satisfactory to note that the increase of scholars nearly equals that reported last year showing that the older schools are prospering. * * * * * * * * * * *

The increase in fee receipts is due partly to the increase of scholars and partly to the introduction in some districts, of enhanced rates of fees, and readmission fees in large towns."

An extract from the Inspector's report will be found in Appendix L, and from this extract it appears that there are marked signs of progress in the zillas, and that the operations of the Committees could be largely extended if funds were available to meet the cost of developing existing schools and of opening the new schools which are urgently required.

The examination results of the Local Committee schools show an improvement on those of the previous year:—

Name of Collectorate.	Number of Schools examined.	Number of Scholars examined.	Number passed in all heads.							Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Total.	
Poona	224	6,824	1,389	793	568	235	83	31	3,099	45·
Sholápur	164	3,548	967	479	307	114	34	...	1,901	54·
Sátára	219	7,444	1,481	986	675	360	161	52	3,715	50·
Ratnágiri	104	5,260	1,112	726	506	339	172	13	2,868	55·
Thána	169	4,576	961	595	336	169	61	7	2,129	47·
Kolába	75	2,680	369	297	197	118	69	3	1,053	39·
Bombay ... Maráthi Schools ...	22	1,640	256	215	187	41	18	...	717	44·
Bombay ... Gujaráti do. ...	14	1,423	220	189	111	68	...	...	588	41·
Total ...	991	33,395	6,755	4,280	2,887	1,444	598	106	16,070	48·
Figures for 1880-81	924	29,542	5,287	3,632	2,692	1,333	524	72	13,540	46·

The aided schools of the division consist of 17 Mission schools and 44 schools under Native Managers (including 38 Indigenous schools). And of these 61 schools, 3 receive fixed grants and 15 grants by results, while 43 come under Part III. of the rules and receive sums varying from Rs. 10 to Rs. 50 according to the Inspector's report.

The examination returns for the aided schools and for schools under inspection are as under :—

	Number of Schools examined.	Number of Boys examined.	Number passed in all heads.						Total passed under standards.	Percentage passed under standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Aided Schools	53	1,775	414	139	110	30	22	...	715	40·28
Inspected Schools	104	2,444	554	300	260	92	48	1	1,255	51·35

North-East Division.

64. In the North-East Division there is an increase of 110 schools and 6,386 scholars as under :—

	Number of Schools.	Number of Scholars.	Increase		Decrease of Scholars.
			Of Schools.	Of Scholars.	
Government	788	43,791	104	6,319	...
Aided	43	523	7	158	...
Police	3	115	...	...	18
Total ...	834	44,429	111	6,477	18

Mr. Jacob reports that each of his Collectorates has contributed to the increase, and that the net increase is the largest yet recorded for his Division, while the average increase of the past 5 years is the largest five-yearly average that has yet been registered :—

"Another point of importance which I may note in connexion with the present year's increase is the ratio which the children now at school bear to the total number of children of a school-going age in the Division. Taking the number of children of a school-going age to be 15 per cent. of the total population, I find, according to the latest census figures, that there are 415,440 boys and girls in my Division who are of a fit age to attend school; and consequently, that rather less than 1 child in every 8 is at school. But looking to the fact that female education has made but insignificant progress in the district, the fairest mode of estimating what our schools have accomplished is to confine the calculation to the male population. If we take this as one-half the total population, it will be found that the schools of the division have attracted nearly one-fourth of the total number of boys who ought to be at school."

The fee-receipts in Government primary schools for boys show an increase of Rs. 2,501, and this advance has been made notwithstanding several concessions to the agricultural population and to other classes of the community—

"No readmission fees were levied this year. It does not appear that their abolition has led to any loss of income; but even if that were the case, it would probably imply a gain in the attendance. I fully agree with the opinion expressed last year by Mr. Mulock, and again this year by the Collector of Ahmednagar, that admission to a village school should be limited by the fewest possible conditions. The school-door should be almost as freely open to the villager's children as that of his own house; and even though it may occasionally lead to spasmodic attendance, I would tolerate that as long as three-fourths of the children, who ought to be at school, are not yet gathered in. I reported last year that the Khándesh District Committee reduced the monthly fee-rates for Mahomedan children by 50 per cent. This year the Násik and Ahmednagar Committees consented to introduce the same measure; and the concession may be regarded as one of the chief causes of the large increase in the attendance of such children, which I shall have to notice later on. At the end of the year the number of children (exclusive of those in free and night-schools and in schools for girls) who were exempted from the payment of fees, was—

In Khándesh...	2,305
„ Ahmednagar	1,072
„ Násik	1,984
Total ...	5,361

or 12 per cent. of the total number on the rolls of their schools."

Another point in the Inspector's report is the account of the efforts which are being made to improve the school buildings. It appears that Rs. 7,893 were received during the year as popular contributions for the erection of new school-houses in 27 towns and villages. These contributions with equal grants from Government will do something to improve the primary schools; but unfortunately most of the money has been contributed by Khándesh and Násik, and the Inspector describes the condition of the Ahmednagar school-houses to be still very bad.

"In school accommodation the Ahmednagar Sub-Division is 20 years behind the rest of the Division, many of the buildings being deplorably overcrowded, dark and ill-ventilated. Nearly all building operations have had to be suspended for the last 7 years for want of funds; and the wants of the zilla are now so numerous and pressing that nothing short of a loan of Rs. 10,000 per annum for the next 5 years will enable the District Committee to remove this standing reproach on their administration. Local Funds are insufficient to meet the necessary outlay; and the difficulty has been greatly increased by the District Committee declining to vote funds for buildings not erected by the Public Works Department. The destitution of the district will appear from the following list :—

30 schools are crowded into chávdis that are dark, ill-ventilated and unsusceptible of economical improvement.

57 other schools are temporarily lodged in chávdis, where they are complained of by the villagers as a great inconvenience.

20 others are temporarily lodged in temples, several of which the Inspector and Revenue officers cannot enter.

11 others are small houses in which the children are crowded together in a manner that is positively dangerous to their health.

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We require, then, more than 100 new buildings, and the number is annually increasing. Here and there the people show a most praiseworthy readiness to contribute towards the cost of better school-houses, but these contributions, even when supplemented by Provincial Building Grants, are insignificant, and will never enable us to overtake the present arrears of claims."

But the improvement of school buildings is not the only purpose for which additional funds are urgently required. In many of the collectorates, the Local Funds are insufficient for the employment of trained masters on sufficient salaries, for the development of schools which are growing in numbers and efficiency, and for

the opening of new schools in villages where the cess-payers demand them. With regard to this last point, Mr. Jacob's figures show that the Local Committees were able to satisfy only 125 out of 181 applications as under :—

Collectorate.	Number of applications to Inspecting Officers.	Number presented by Táluka Committees.	Number granted in the current year.
Khándesh	43	.....	33
Ahmednagar	31	23	39
Násik	12	75	53
Total ...	83	98	*125

Of the Village-School Committees, Mr. Jacob writes :—

" Complaints have been made to me of the apathy or obstructiveness of school committees. But I could also quote several instances to show that they have strengthened the hands of the master or kept him to his duty, and that they have been most useful in estimating and superintending our building-repairs, in collecting popular subscriptions, and in securing in many other ways the co-operation and support of the people. On the whole, I have no hesitation in saying that the School Panch is a hopeful institution. It very rarely is active for evil ; and its influence for good will every year increase."

With regard to free schools, the report of the North-East Division is satistisfactory :—

" There were 6 of these useful schools in the Division last year. There are now 12 and they are attended by 463 pupils, chiefly of the Máhar caste. These schools are established at the following places : Khándesh :—Yával, Chálisgaon and Bhusával ; Ahmednagar town ; Násik :—Vadner, Dindori, Chándori, Wani, Nivane, Makhamalabad, Trimbak and Ozar. The school at Yával continues to maintain its superiority over all the rest. The Ahmednagar school has rather fallen off in efficiency ; but under the more vigorous master whom I am about to appoint, it will show better results I hope next year. The Deputy Inspector of Násik has given every possible encouragement to the lowest castes to send their children to school and the results of this policy are most satisfactory. Mr. Sahasrabudhe writes :— 'The school at Vadner is in excellent condition. It presented 17 boys for examination, of whom 10 passed ; 7 under Standard II. and 3 under Standard I. A girl of the Mahár caste passed under Standard II. I was particularly pleased with this school, as I found the reading, pronunciation and explanation of the Mahár boys as good as that of intelligent boys of other castes. Next to this school is the one at Chándori. It presented 9 boys for examination, of whom 4 passed. All the other schools are new ; but they are well attended. There are 15 Mahár boys attending the Vernacular School at Chatori, Táluka Niphád, of whom 3 passed under Standard I. and 1 under Standard III. Besides the boys who attend the above schools, 71 low-caste boys attend the other schools in the district. No demand for separate free-schools remains to be satisfied. I have given them wherever they were required. I would record with the greatest pleasure that the impetus given to learning has at last reached the lowest stratum of Hindu society.'

" No new free school was opened in Ahmednagar Sub-Division ; but the Deputy reports that 129 boys of the lowest castes were attending the ordinary cess-schools. There is besides a large attendance of such children at the Mission schools established in all parts of the zilla."

The examination results under the Vernacular standards are as under :—

Collectorate.	Number of Schools examined.	Number of Boys examined.	Number passed under each Standard.						Total passed under Standards.	Percentage passed under Standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government Schools.										
Khándesh	305	8,643	2,175	1,052	620	292	104	39	4,282	49·54
Ahmednagar	225	5,524	1,099	527	291	122	50	10	2,099	37 99
Násik	232	5,412	1,154	667	505	251	117	29	2,723	50 91
Police Schools	3	94	9	8	12	...	...	.	29	30·65
Total ...	765	19,673	4,437	2,254	1,428	665	271	78	9,133	46·42
Aided Schools	11	151	27	11	1	2	3	.	44	29·14
Grand Total ...	776	19,824	4,464	2,265	1,429	667	274	78	9,177	46·29
Corresponding figures for 1880-81 ..	678	17,506	3,022	1,780	999	491	232	60	6,584	37 60

* Eight of these schools were opened in place of other schools closed.

On these figures Mr. Jacob reports as under :—

" From the above table it will be seen that rather more than 20 per cent. of the children on the rolls passed in at least reading, writing and arithmetic. But a much larger proportion than this were really able to read, write and cipher. The examination returns would exhibit the condition of our vernacular schools more clearly, I think, if they gave a separate classification of the children who pass in all three of these fundamental subjects. At present they only show the number passing in each separate head and in all heads of the standards. As they stand, the returns for the year show that 12,882 children passed in mental or slate arithmetic, 11,591 children passed in reading, 13,286 children passed in writing. These figures give a total average of 12,628, which is 63·17 per cent of the number examined. The condition of these schools will be further illustrated by separating the children studying under the standards, from those in the preparatory class below Standard I. Thus classified the schools of three sub-divisions stand as follows :—

Sub-Division.	Total number of Pupils below Standard I.	Total number of Pupils in Standard I—VI.	Percentage of Pupils in preparatory stage.
Khándesh	7,460	12,239	37·87
Ahmednagar	4,607	7,040	39·56
Násik	4,540	7,309	38·31
Total ...	16,607	26,588	38·45

" Another point of importance in determining the relative progress of these schools would be the average time spent by each child in the class in which he passed his examination. There is often a striking difference between two schools in this respect, which the examination returns fail to bring out. In a good school the average time taken is rather more than a year ; but in a school in which the teaching is bad or the children very irregular in attendance, or in a school in which both these conditions are present, I have found the average to be more than 2 years. I have instructed the Deputy Inspectors to give this information in their future inspection-reports, as it is obviously a valuable corrective of the pass-returns.

" The teaching of the little children in the preparatory class of the vernacular schools has been much improved and enlivened during the last 18 months. Formerly I used to find that their lessons were confined to writing letters of the alphabet on sandboards or slates and to learning by rote integral and fractional multiplication tables. These symbols and numbers were taught without any sort of concrete associations to interest and inform either the eye or the mind ; and I was not surprised to find, therefore, that dull children, and even bright children who had no love for figures, frequently took two years to get out of this dreary forcing-house. The Deputies have now been instructed to see that the uzalani tables are taught in the concrete. Arithmeticons, colour-charts, form-boxes and wall-pictures of animals, birds, &c., have been ordered for all the larger schools ; and at least one of the object-lessons given each week is taken by the head master himself. Skilfully used, this apparatus will go far towards making a child's first years at school happy as well as instructive ; and it will gradually work improvement in the system of teaching all through the school.

" In furtherance of this object I also instructed some of the most intelligent masters in the Division to encourage their pupils to collect specimens for a school-museum, and where circumstances favoured to get up a small garden in the school premises. The masters of no less than 48 schools have made very creditable collections of natural objects ; and 15 gardens have been begun. Prizes will be given in January next for the three best gardens in each sub-division."

" *Aided Vernacular Boys' Schools.*— There were 12 schools of this class at the end of the year against 6 in the previous year. Two new indigenous schools and 5 of the American Mission schools in Ahmednagar were registered and examined for grants-in-aid. On the other hand, the Sarvajanik school at Manmád was closed and struck off the register."

Northern Division.

65. In the Northern Division there is an increase of 70 schools and 9,789 boys as under :—

	Number of Schools.				Number of Scholars.			
	1880-81.	1881-82.	Increase.	Decrease.	1880 81.	1881-82.	Increase.	Decrease.
Government ...	836	861	25	...	56,738	61,285	4,547	...
Aided	23	19	...	4	1,648	1,567	...	81
Inspected	765	814	49	...	43,391	48,714	5,323	...
	1,624	1,694	74	4	101,777	111,566	9,870	81

The examination results of the year are as under :—

	Number of Schools examined.	Number of Boys examined.	Number passed under each Standard.						Total passed under Standards.	Percentage passed under Standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Surat Northern Division	148	5,042	1,246	835	540	350	127	42	3,140	62·27
Surat Southern do.	105	3,609	956	519	286	212	71	37	2,081	56.25
Broach	202	6,414	1,711	947	499	345	198	70	3,770	58·77
Ahmedabad	158	7,452	1,661	1,052	671	419	192	99	4,094	54·95
Káira	186	8,799	1,824	1,108	676	502	242	101	4,453	50·60
Panch Mahále	54	1,635	440	189	75	55	24	12	795	48·42
Camp Baroda	1	85	8	5	5	7	3	1	29	34·11
	854	33,126	7,846	4,655	2,752	1,890	857	362	18,362	55·43
Aided Schools	15	713	126	91	30	27	1	...	275	30·15
Inspected Schools	710	26,834	6,954	4,139	2,614	1,484	556	158	15,905	59·26
Grand Total	1,579	60,673	14,926	8,885	5,396	3,401	1,414	520	34,542	56·93
Corresponding figures for 1880-81 ...	1,590	56,420	13,486	8,442	5,768	3,310	1,160	466	31,962	56·65

All the Government districts have contributed to the increase of scholars in Local Committee schools, and the fee-receipts have risen from Rs. 29,668 to Rs. 31,752. Further particulars will be found in Appendix M.

The aided schools of the Division include the Pársi Panchayet schools and a few Mission schools. Most of the schools under inspection will be noticed under Native States: but there are two private schools in Surat and two schools belonging to the Limbdi Darbár in the Ahmedabad District. The condition of these two last-named schools is said to be bad, and the Inspector has reported to the managers but hitherto without effect.

Southern Division.

66. The Southern Division shows an increase of 33 schools and 11,184 boys. The figures are :—

	Number of Schools.			Number of Scholars.		
	1880-81.	1881-82.	Increase.	1880-81.	1881-82.	Increase.
Government...	714	730	16	43,474	52,653	9,179
Aided	11	11	...	655	824	169
Inspected	251	268	17	13,254	15,090	1,836
Total ...	976	1,009	33	57,383	68,567	11,184

As in former years Dhárwár contributes most to the increase. Belgaum comes next to Dhárwár, and Kaládgi has made some progress, while North Kánara shows a slight decrease, which is attributed to an enhancement of the fee-rates. The fee-receipts of the Local Committee schools in the four zillas have risen from Rs. 19,479 to Rs. 29,469. The increase is due partly to the increase in attendance and partly to the revised fee-rates, which are—

	Cess-payers.			Non-Cess-payers.		
	Rs.	a.	p.	Rs.	a.	p.
Vernacular Standards I. to IV.	0	1	0	0	2	0
Do. V. to VI.	0	2	0	0	4	0

Mr. Russell reports that increased provision has been made for the children of the lower castes :—

"This year there are more schools and classes than last year, for low-caste boys. There are two schools in Dhárwár, three schools and classes in Kánara, three in Belgaum, and one in Kaládgi. The two schools in Dhárwár are kept under Mussalman trained

masters. Other schools also are under Mussalman teachers, but they are untrained and unpassed men. Most of these schools and classes are attended by Mussalman boys also. The schools at Dhárwár and Hubli are the largest in the Southern Division, with about 75 boys on the roll. Besides these, many low-caste boys attend the ordinary Government school of their village."

An extract from the Inspector's report giving an account of the work of school-committees and of the measures taken to stir up the villagers, will be found in appendix N.

The examination-returns for Government, Aided and Inspected Vernacular Schools are as under :—

	Number of Schools examined.	Number of Boys examined.	Number passed under each Standard.						Total passed under Standards.	Percentage passed under Standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government.										
Belgaum District ...	166	5,356	1,273	891	631	272	74	35	3,176	59·2
Dhárwár do. ...	321	9,632	2,722	1,625	889	450	167	36	5,889	61·1
Kaládgi do. ...	186	4,541	949	694	434	217	74	17	2,385	52·5
Kánara do. ...	98	2,515	604	252	139	77	39	6	1,117	44·4
Total ...	721	22,044	5,548	3,462	2,093	1,016	354	94	12,567	57·
Aided Schools ...	11	435	76	64	35	20	14	...	209	48·04
Inspected Schools ...	213	6,785	1,411	795	555	359	145	28	3,293	48·5
Grand Total ...	945	29,264	7,035	4,321	2,683	1,395	513	122	16,069	54·9
Corresponding figures for 1880-81... ...	880	24,053	5,278	3,365	2,127	1,062	417	71	12,320	51·22

"In Government boys' schools Dhárwár District comes first and Kánara last, in percentage of passed students. Belgaum comes second, and Kaládgi last but one. * * * In Dhárwár District are the two largest schools (in the Southern Division) at Hubli (one Vernacular boys', and the other girls') with more than 350, and 150 students, respectively, on the rolls. The Miraj Maráthi boys', and the Kolhápur girls' schools, which were formerly the largest schools in the Southern Division with more than 300 and 125 students, respectively, have, this year, been surpassed by the two above-mentioned schools in the Dhárwár District.

"In State boys' schools, Lakshmeshvar comes first (this year also) and Sángli last. Next to Lakshmeshvar, come Savanúr and Kurundwad. There is a very slight difference in percentage of passed students in the Kolhápur and Miraj States. Mudhol comes last but one. Laxmeshwar schools (boys' and girls') have kept their reputation for the last four or five years and are the most flourishing State schools in the Dhárwár District."

Sind. 67. The figures for Sind are as under :—

	Number of Schools.			Number of Scholars.			
	1880-81.	1881-82.	Increase.	1880-81.	1881-82.	Increase.	Decrease.
Government	191	212	21	12,602	13,950	1,348	...
Aided	38	42	4	2,021	2,009	...	12
Total ...	229	254	25	14,623	15,959	1,348	12

The increase is mainly due to the growth of the Local Fund Schools, and Mr. Hart-Davies writes hopefully of the future—

"There were many applications for the establishment of this class of schools in the Karáchi Collectorate, but for want of funds only a few schools could be opened. In the next year's budget funds will be provided for the purpose, and it is hoped that many more schools will be added to the present number. On the whole I think it may be said that the desire for education is slowly spreading. Since I first came to Sind I can see a marked change in this direction. I am constantly receiving applications for schools in villages where a leading Zemindár or merchant makes me an offer of a grant-in-aid or binds himself to secure a regular attendance of a certain number of pupils. My position, as Manager of Encumbered Estates, also gives me some influence in this direction. One of my first cares is that the sons of my wards should receive a proper education. Much, however, yet remains to be done before it can really be said that an effective desire exists generally among the country people, and some parts of Sind are very disheartening. Much depends on the interest taken in the matter by local officers."

The examination results of the year are satisfactory :—

	Number of Schools examined.	Number of Boys examined.	Number passed under each Standard.						Total passed under Standards.	Percentage passed under Standards.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government Schools.										
Karáchi	42	1,675	400	283	214	141	34	26	1,098	65·5
Hyderabad	58	2,034	524	377	307	141	64	57	1,470	72·2
Shikárpur	84	3,704	941	686	527	381	156	90	2,781	75·
Thar and Párkar District	10	491	116	84	48	38	47	19	352	71·6
Upper Sind Frontier ...	6	168	50	40	24	23	2	...	139	82·7
Total ...	200	8,072	2,031	1,470	1,120	724	303	192	5,840	72·3
Aided Schools... ...	32	1,225	220	168	123	112	15	11	649	52·9
Grand Total ...	232	9,297	2,251	1,638	1,243	836	318	203	6,489	69·8
Corresponding figures for 1880-81... ...	208	8,383	2,012	1,348	895	733	392	177	5,557	66·2

Night-Schools.

68. The night-schools have been included above under Vernacular schools for boys. There are now 134 schools with 3,919 scholars, the result of the year being an increase of 35 schools and 1,037 scholars. To these figures must be added the special classes mentioned below in my remarks on the Southern Division.

In the Central Division the number of night-schools has fallen from 9 to 7, but the attendance is nearly the same—306 instead of 309—and the examination results are said to compare very favourably with those of the previous year :—

"The one school in the Poona Collectorate is at Junnar. It is attended by grown-up men who are generally labourers and artisans. The pupils do not remain long at the school, leaving it as soon as they have learnt to read and write a little. Their attendance at school is not regular. The school teaches Modi standards, and was found by the Assistant Deputy in a good condition. The one school in the Sholápur Collectorate is at Sonand. It is mostly attended by adult agriculturists, and is reported to be in a good condition. The four schools in the Sátára Collectorate are at Rahimatpur, Deoor, Sátára and Wái. The school at Rahimatpur was examined twice during the year. All the four schools are reported to be in a satisfactory condition. The Deputy remarks, 'if funds be available, it will be possible to start a dozen schools of this class in this district. The poor ryots and their sons who are required to work hard in their fields or after their cattle in the course of the day are often found to be very anxious to attend the night-schools, and obtain in them the elements of

education. I have at present 5 applications for night-schools registered in my office which I have been unable to grant for want of funds.' The one school in the Thána Collectorate is at Kurla. It has improved in attendance, and its progress is reported to be satisfactory. It is almost wholly used by boys working by day in the spinning and weaving mills, the manager of which, Mr. Wilkinson, takes a kind interest in the school.

"*Bombay.*—The private night-school of the Theistic Association, reported on last year, is now an aided school. A second school has been opened in Girgaon by the Association. These two schools now number 175 pupils, of whom 65 were examined by the Deputy Inspector, Maráthi Schools. The studies are now generally confined to Maráthi reading and writing and a little arithmetic, though a few are also taught a little English. The students are mostly working men or peons. The Gujaráti night-school, reported on last year, now numbers only 32 pupils. It receives no Government aid, and is maintained by the charity of Shett Jeram Shiwjee. With the object of giving further instruction to such of the masters in the Gujaráti vernacular schools as have not passed any public service certificate examination, a night-class has been opened by the Gujaráti Deputy, which is reported to be working satisfactorily and making progress."

Mr. Jacob reports that the number of schools has risen from 5 to 34 and the attendance from 149 to 1,121:—

"Three of the night-schools in Khándesh are Hindustani schools. Of the one at Dhulia the Deputy Inspector reports very favourably; 9 out of the 10 pupils presented for examination being able to read and write Hindustani with fluency. The five schools in the Ahmednagar District were all opened during the year and at the following towns: Bhingár, Ahmednagar, Sangamner, Kharda and Shrigonda. The school at Ahmednagar is chiefly attended by Mahomedans and contains 51 pupils. All these schools are reported to have begun well and to be likely to prove a success. The largest number of night-schools has been opened in the Násik sub-division, and the Deputy Inspector states that several more have been asked for. He adds, however, that the masters of day-schools not infrequently get up fictitious demands for such schools in the hope of being appointed to superintend them, and of thus adding to their own income. The Deputy has, therefore, wisely abstained from proposing any new school until he has satisfied himself by careful inquiry on the spot that the school would be properly attended. He has also been able to appoint men who have no day-school work to the schools at Sinnar, Niphád, Ozar, Panchawati, Yeola and Andarsul. The instruction given in schools of this class is made as simple as possible, and is confined to reading, writing and ciphering."

In the Northern Division, there are 27 schools or five more than in the previous year, and the attendance has risen from 532 to 551:—

"*Surat Northern Division.*—There are three schools, 2 at Surat and 1 at Mándvi—these contain 90 scholars as against 83 last year, the average attendance has however fallen from 69 to 61. The Deputy Educational Inspector reports that all are well conducted and supply a want, being attended by young men who labour during the day.

"*Surat Southern Division.*—There are no schools of this class in the sub-division.

"*Broach.*—The number of schools has increased from 7 to 9, and the number of scholars from 136 to 183, being an increase of 47. The average attendance, however, shows an increase of 3 only. The Deputy Educational Inspector reports that they are attended by nearly all castes, except Pársis, and that ¾ths of the total number are adults. He is of opinion that the schools are becoming gradually more popular.

"*Kaira.*—The number of schools is the same as last year, 11. The number of scholars has, however, fallen from 280 to 205, a decrease of 75, and the average attendance from 145 to 112, a decrease of 33. The Deputy Educational Inspector accounts for this by the fact that the schools, with the exception of Kaira, have, during the year, been placed on a system of payment by results instead of the master obtaining a fixed monthly salary. This system had been tried with success in Broach, and was extended to Kaira experimentally. If the schools continue to decline, a return to the old system will be advisable, if funds permit it. The night-school at Kaira is worthy of notice, as the scholars are nearly all drawn from the lowest castes who have steadily continued to attend the school for the last year and a half in spite of the remonstrances of their higher born fellow-townsmen.

"*Ahmedabad.*—There is only one school which shows a slight decrease in number on the rolls and average attendance. The results obtained were also inferior to those of last year.

"*Panch Maháls.*—Three evening classes have been opened during the year and contain 44 scholars with an average attendance of 23. Only one was examined, as the other two were opened towards the close of the year.

"I have only one general remark to make on this class of schools, and that is that, with larger funds available, they might, I am sure, be largely developed. Should the larger municipalities in time take over the control of educational institutions within their limits, local boards, consisting often of employers of labour on a large scale, would be able to encourage schools of this description more effectively than can be done by this department. For instance, every mill should have a night-school attached for the employés."

In the Southern Division there is an increase of 3 classes and 1,002 pupils, the figures at the end of the year being:—

District.	Number of Classes.	Number of Scholars.
Belgaum	48	1,166
Dhárwár	142	3,059
Kaládgi	21	490
Kánara	12	249
Total ...	223	4,962

On the other hand, with regard to the separate night-schools which are not attached to the day-schools, Mr. Russell reports a decrease of 7 schools and 238 pupils in British districts against an increase of 1 school and 94 pupils in Native States:—

"The Kolhápur night-schools maintain their high standing. In British districts there is only one night-school, viz. that at Bágalkot, in the Kaládgi District. Some of the night-classes attached to day-schools in Government districts are in good condition and some not. All the bad night-classes are ordered to be closed from June next with a view to encourage good ones by increasing the pay of the night-class teachers. The night class No. II. at Belgaum is the largest in the four zillas, with an attendance of more than 90 students, of which about 60 are Mahárs. The Belgaum district night-classes are better than those in Káladgi and Kánara. The Modi writing in one of the night-classes in Belgaum was very good, the Deputy says. Some Lamanis also attend these classes. Some of the better night-classes in each district have an attendance of about 40. (*Note.*—At Chabbi, in the Dhárwár District, the Police Patel was attending the night-class when I visited it)."

The Sind returns show 15 schools of this class with 430 puppils, or an increase of three schools and 20 pupils. And Mr. Hart-Davies reports that on the whole these schools do fairly well and supply the wants of artisans and others.

Indigenous Schools.

69. The statistics for such of these schools as are connected with the Department have been included above under vernacular schools for boys. The separate returns show a total of 73 schools and 3,548 scholars, or a decrease of 2 schools but an increase of 173 pupils.

In the Central Division the number of registered indigenous schools has fallen from 42 to 36, and the number of pupils on the rolls is 2,416 against 2,318 in the previous year. General Waddington returns the number of unregistered schools as under:—

	Number of unrecognized schools.	Number of Hindu Pupils.		Number of Mahomedan Pupils.	Number of Parsi Pupils.	Number of other Pupils.	Total.
		Brahmins.	Others.				
Poona	148	567	2,574	385	...	395	3,921
Sholápur	116	359	2,114	377	...	43	2,893
Sátára	145	484	2,315	193	...	32	3,024
Ratnágiri	247	555	2,089	1,119	39	...	3,802
Thána	196	140	1,442	534	...	450	2,566
Kolába...	20	50	247	73	...	56	426
M. S., Bombay ...	81	152	2,988	97	...	63	3,300
G. S., Bombay... ...	80	196	2,092	1,278	2,365	183	6,114
Bhor	18	125	235	45	...	...	405
Akalkot	8	29	160	22	...	4	215
Kurundvád	5	3	100	12	...	...	115
Savantvádi	45	82	481	...	...	5	568
Aundh	11	19	104	4	...	...	127
Phultan	7	25	155	3	...	...	183
Jath	10	14	99	3	...	...	116
Jawhar...	2	...	11	...	...	...	11
Total ...	1,139	2,800	17,206	4,145	2,404	1,231	27,786

In the North-East Division the returns show an increase of 3 aided schools and of 130 children. Among these aided schools is a Sanskrit school at Násik, which is not reported to be in a very efficient state. For schools which are not aided the figures supplied by the Presidents of the District Committees are as under :--

Collectorate.	Number of Schools.	Number of Pupils.				
		Hindus.		Mahomedans.	Others.	Total.
		Bráhmins.	Others.			
Khándesh	169	117	2,137	184	13	2,451
Ahmednagar	90	222	1,228	271	275	1,996
Násik	50	214	688	196	75	1,173
Total ...	309	553	4,053	651	363	5,620

The Northern Division shows 3 aided schools with 220 children, or a decrease of 3 schools and 90 children. With regard to unregistered schools the returns collected by Revenue and Political officers give the following figures :—

District.	Number of unrecognized schools.	Number of Hindu Pupils.		Number of Mahomedan Pupils.	Number of Parsi Pupils.	Number of other Pupils.	Total.
		Hindus.	Others.				
Surat	Information not received.						
Ahmedabad ...	114	3,495	...	584	3	...	4,082
Kaira	58	1,911	...	184	...	...	2,095
Panch Mahála ...	15	42	...	426	...	...	468
Broach	19	362	...	184	286	...	832
Káthiáwár ...	232	4,787	...	2,808	29	...	7,624
Surat Agency ...	7	...	...	101	...	...	101
Cambay	30	736	...	71	5	...	812
Pálanpur	45	821	...	215	...	...	1,036
Rewa Kánta ...	30	429	...	90	...	...	519
Mahi Kántha ...	...	...	...	...	...	...	...
Cutch	...	...	...	...	...	...	...
Total ...	550	12,583	...	4,663	323	...	17,569

As an indication of the value of some of these schools from a secular point of view, Mr. Giles states that at Godhra he found 7 Mussalman schools, but that of the 7 teachers only one could read and write. Mr. Giles goes on to remark on the difficulty of aiding these schools with the means at his disposal, and thinks that an extra provincial grant of Rs. 1,000 should be given to each zilla in order to enable the Local Fund Committees to make a new effort to raise the efficiency of the schools without interfering with the Local Committee schools already established :—

"Several attempts have been made during the year to obtain the registration of indigenous schools under a grant-in-aid system but with little success. In the old established and hereditary schools great suspicion of Government interference is felt, the teachers fearing that their schools will be incorporated into the Government schools. The small amount available from our Local Funds for grants-in-aid prevents us from treating the schools liberally or giving general grants. If it were once recognized that Government wished to assist and foster, not to discourage the indigenous schools, I am certain that many masters would come forward and register their schools, but the assurance of this department is not sufficient to allay their fears. Could a special provincial grant of, say, Rs. 1,000, for each zilla be given, and notices through the head of each district be posted in such town and village stating the object of the grant and the simple requirements of

Government with reference to the schools, I believe that in a few years there would be active competition for registration, and possibly, ultimately a large development of useful feeders to our Government schools. The reduction of Government institutions would then provide the funds required for carrying on the grant-in-aid system."

The Southern Division shows 2 aided schools with 196 children or an increase of 112 children. The returns for unregistered indigenous schools which have been supplied by the Revenue and Political officers are as under :—

District.	Number of unrecognized schools.	Number of Hindu Pupils.		Number of Mahomedan Pupils.	Number of Pársi Pupils.	Number of other Pupils.	Total.
		Bráhmins.	Others.				
British Districts.							
Dhárwár	210	159	2,341	455	...	75	3,030
Belgaum	134	239	1,974	275	...	138	2,626
Kaládgi	179	113	1,973	207	...	21	2,314
Kánara	51	230	460	54	...	65	809
Total ...	574	741	6,748	991	...	299	8,779
Native States.							
Kolhápur... ...	102	233	1,174	237	...	139	1,783
Sángli	57	112	1,050	68	...	81	1,311
Savanúr	13	10	82	35	...	2	129
Mudhol	11	8	82	2	...	8	100
Miraj	5	6	67	8	...	...	81
Kurundvád ...	1	...	1	1	...	17	19
Jamkhandi ...	25	81	325	27	...	...	433
Rámdurg... ...	10	18	146	22	...	...	186
Lakshmeshvar ...	4	1	71	...	...	...	72
Total ...	228	469	2,998	400	...	247	4,114
Grand Total ...	802	1,210	9,746	1,391	...	546	12,893

In Sind the number of aided indigenous schools has risen from 25 to 28, while the number of children has fallen from 515 to 511. Mr. Hart-Davies reports that some of these schools are doing useful work, but that even the easy terms offered in Sind (see Appendix C of the Annual Report for 1873-74) fail to be attractive, and that the number of unregistered schools is as under :—

District.	Number of unrecognized schools.	Number of Hindu Pupils.		Number of Mahomedan Pupils.	Number of other Pupils.	Total.
		Bráhmins.	Others.			
Karáchi	209	29	163	2,177	28	2,397
Hyderabad	245	...	35	2,393	...	2,428
Shikárpur	316	1	177	3,067	...	3,245
Thar and Párkar	42	...	12	320	...	332
Upper Sind Frontier ...	57	...	25	479	...	504
Total ...	869	30	412	8,436	28	8,906

"In the schools returned in the foregoing statement no instruction is given according to the standards of examination. In fact, only the Koran is taught. I have tried to make

something of these schools, but with any fixity of procedure nothing can be done. So in the Upper Sind Frontier where I was well off financially, I have given a sum to be spent exactly as the Deputy Collector thinks fit, reporting to me at the end of the year how he has spent it. Only want of funds prevented me from doing the same in other districts. The advantage of such looseness of procedure is that it enables a District Officer to give a reward *on the spot* for anything that strikes him as meritorious in education, and many of these village schools might be induced not to teach under Government standards, but to impart some knowledge of arithmetic and writing if they thought that the District Officer would give them *bakhshash* as an encouragement to their efforts, but we cannot get them to come under our system; we can only give them such support as we can to outsiders, and this is a work which may properly devolve on the Revenue authorities. In the Upper Sind Frontier, where this year I am opening a considerable number of schools, I anticipate the best results from this system of casual appreciation of village schools, and I wish it could be extended. I am sure the money will not be wasted."

The Education of Mahomedans.

70. General Waddington reports that the number of Mussalmans at schools has risen from 4,833 to 5,631, and that the Special Deputy sanctioned by Government for the Central and Southern Divisions commenced work in February. On the other hand, one school has been closed as a failure:—

"The number of separate schools for Mahomedans is less than last year by 1 and is now 24. There are also 10 Hindustani classes attached to Maráthi schools. The 24 independent schools number 1,331 scholars and the 10 classes have 309 scholars. The following comparative statement gives statistics for the 24 independent Hindustani schools and 10 Hindustani classes:—

Name of Collectorate	Number of schools on 31st March 1882.	Increase.	Decrease.	Number of Scholars on 31st March 1882.	Increase.	Decrease.	Number of of Classes attached to Vernacular schools.	Number of Scholars in Vernacular schools.
Poona	2	...	...	90	14	...	4	153
Sholápur ...	1	...	1	23	...	13	...	...
Sátára	4	...	...	175	...	18	5	108
Ratnágiri ...	2	...	...	97	1	...	...	...
Thána	9	...	...	712	236	...	...	...
Kolába	5	...	...	205	40	...	...	...
Gujaráti Schools, Bombay	1	...	...	29	...	2	1	48
Total ...	24	...	1	1,331	291	33	10	309
Net ...	...	...	1	...	258	...	...	...

"The net increase of 258 scholars is mainly in the Thána District. The chief noticeable feature in the history of the year, as regards Mahomedan education, has been the appointment of a Mussalman gentleman as Deputy Inspector of Mahomedan Schools. Mr. Mirza Abbas Baig has entered on his duties with great vigour, and though he only joined his appointment on the 8th February, he travelled over great part of the Central and Southern Divisions and visited and inspected many of the schools. The following table gives the results of his examination of 11 schools and 6 classes containing 251 scholars in the Poona, Sátára, Ratnágiri and Kolába Collectorates and in Bombay:—

Collectorate.	Number of Schools and Classes examined.	Number of Scholars examined.	Number Passed.				Total passed.
			Standard I.	Standard II.	Standard III.	Standard IV.	
Poona	2	29	8	3	2	1	14
Sátára	8	107	24	11	...	...	35
Ratnágiri... ..	1	23	3	6	...	...	9
Kolába	5	65	16	2	...	...	18
Bombay	1	27	4	1	...	3	8
	17	251	55	23	2	4	84

"I also append a table showing the results of the examination of these schools and classes by the Deputy Inspectors of the different Divisions. This table includes 1 school and 1 class in the Sholápur Collectorate, closed during the year :—

Name of Collectorate.		Number of Schools and Classes examined.	Number of Scholars examined.	Number passed in all Heads.				
				Standard I.	Standard II.	Standard III.	Standard IV.	Passed under all Heads.
Poona ...	Schools ...	2	44	21	6	4	...	31
	Classes ...	3	15	1	4	...	....	5
Sholápur.	Schools ...	2	5	...	...	...	...	...
	Classes ...	1						
Sátára ...	Schools ...	2	66	...	9	1	...	10
	Classes ...	2						
Ratnágiri...	...	...	...	...	...	...	...	...
Thána ...	...	9	213	54	24	15	...	93
Kolába ...	...	5	60	10	4	1	...	15
Gujaráti Schools	...	1	66	5	13	...	6	24
Do. Class, Bombay.		1						
Total ...		*28	469	91	60	21	6	178

"In all 720 scholars were examined under standards and 262 passed or 36 per cent. These results show some improvement on those of last year, but they are still very small and unimportant."

Additional remarks will be found in Appendix O.

In the North-East Division the number of Mussalman children at school has risen from 3,479 to 4,875 ; but the attendance of Mussalmans at English schools is still very small. Mussalman teachers were employed throughout the year in the High Schools at Dhulia, Ahmednagar and Násik, but the returns show only 36 Mahomedan boys learning under Middle school and 8 under High school standards. The increased attendance in primary schools appears to be due to the concessions, which, as already stated, have been made by the District Committees in regard to the fee-question ; and on these schools Mr. Jacob writes :—

"There was a net increase at the end of the year of 3 schools and 5 classes attached to Maráthi schools—the total number of schools being 15, of classes 26, and of scholars 1,786. They are thus distributed :—

Collectorate.	Number of Schools.	Number of classes attached to other schools.	Total number on schools and class rolls at the end of the year.
Khándesh	7	20	970
Ahmednagar	2	1	246
Násik	5	5	570
Total ...	14	26	1,786

"Three Hindustani schools for boys were opened in Khándesh, viz. at Sháháda, Nasirábád and Erandol. Four Hindustani classes were opened in the Nasik Sub-Division and were attached to Maráthi schools at Jyakheda, Kalvan, Málegaon and Násik. Three similar classes were also to be opened in the Ahmednagar District ; but the Deputy Inspector was unable to start more than one of them before the year closed. It should, however, be added that the number of Mussalman children attending Maráthi schools in the district rose from

* Of these 7 are classes in Maráthi schools and 21 are independent schools.

713 to 1,312. The schools at Dhulia, Yával and Faizapur all show progress. That at Dharangaon, owing to the weak health of the master, Nurali, fell off considerably in efficiency. The school at Násik showed satisfactory progress, and is perhaps the best-managed school of this class in the division. The school at Chándwad has very much improved under the present Head Master. The Deputy also speaks well of the Yeola and Málegaon schools; and he has everywhere done much to arouse the Mahomedans to a sense of their duty. The Nagar Deputy does not report favourably of any of his Hindustani schools; but the main school at Ahmednagar has a good staff of masters and ought to have maintained its old efficiency."

In the Northern Division the number of Mussalman pupils has risen from 16,047 to 17,517, and the Inspector hopes for the best possible results from the appointment of his Special Deputy. Mr. Hassanali was appointed to the new place in February, and has already brought to notice the wants of the Mussalman community in several places. These wants Mr. Giles hopes to supply as far as funds will permit :—

"*Surat Northern Division.*—The schools are 9 in number as in last year. There are 608 boys on the roll, against 536 in 1880-81, showing an increase of 72. The average daily attendance was 401. The Deputy Educational Inspector considers the efficiency of the schools generally to have increased, and I have supplied two of the most backward schools with trained masters.

"*Surat Southern Division.*—There is one school at Bulsár with 96 boys on the roll, 11 more than in last year: the average daily attendance was 49·7, much the same as in last year. The school is well conducted and popular.

"*Broach.*—The number of schools is 11, the same as last year. The number of pupils has risen from 765 to 894, an increase of 129. The increase in average attendance was 97. The general efficiency of the schools has improved and the percentage passed to those presented—61—is good. Counting boys in purely Urdu schools, there are altogether 3,393 Mussalman boys being educated in Government schools in the Broach Zilla, 212 more than in last year.

"*Kaira.*—The schools are 7 in number as in last year; the number of scholars has increased from 525 to 537, and the average daily attendance from 336 to 341; the improvement in efficiency is marked, 217 boys being presented under the standards, of whom 138 passed. Last year 199 boys were presented, of whom 109 passed. I saw 4 of the 7 schools, and was especially pleased with that at Mehmadabad.

"*Ahmedabad.*—The number of schools, 6, is the same as last year, the number of scholars has risen from 463 to 509, an increase of 46; the average daily attendance was 365 against 299 in 1880-81. In efficiency the schools have much improved, 202 passing under the standards against 121 in last year.

"*Panch Maháls.*—There is one school only at Godhra, which has a fair number of boys on the roll, but is not in a satisfactory state of efficiency.

"In all there are, in the zillas, 35 schools with 2,735 scholars against 35 schools and 2,455 scholars in 1880-81.

* * * * * * * *

"In *Káthiáwár* there are only two Fund schools and one private school. The Fund schools are reported to be doing well, the private school is small. In the *Mahi Kántha* and *Pálanpur* Division the Persian and Urdu school at Pálanpur contains 92 boys and is very flourishing. It is the only school in the Division. In the *Rewa Kántha* there is also one school only at Lúnáváda, which is well attended but not very efficient."

In the Southern Division the number of Mussalman children at school has risen from 5,465 to 7,110—

"The Hindustani schools at Bankápur (Dhárwár) and Haliyál (Kánara) are the best of their kind in the Southern Division, and teach all the vernacular standards. The Haliyál school sent up some boys, this year, to the Dhárwár Training College. This school was not examined by the new Deputy Inspector for Hindustani schools, who speaks highly of the Hindustani school at Bankápur. The Hindustani schools at Belgaum, Dhárwár, Kittúr, Bhatkal, and Sunkeri, are reported to be in a fair condition. Most Hindustani schools are as yet under untrained masters. A good many Mussalman boys learn Kánarese in vernacular schools. In some Hindustani schools also Kánarese is ordered to be taught to enable the boys to pass in the Public Service Certificate examinations. The Head Masters know Kánarese."

Mr. Russell adds that in the Dhárwár District there are now 47 Mussalman teachers, and that some of these men are head masters of purely Kánarese schools filled with Hindu pupils of all castes.

In Sind the number of Mussalman pupils has risen from 5,643 to 5,956.

Adding together the figures for the different Divisions, I find that the number of Mussalmans in schools connected with the Department has risen from 35,865 to 41,688.

Police and Jail Schools.

71. The returns show 30 of these schools with an attendance of 1,485 scholars, the increase for the year being 2 schools and 108 scholars.

Of the schools in the Central Division, General Waddington reports as follows:—

"The number of these schools has risen from 7 to 10, owing to the reopening of the school in the large Central Jail at Yeroda, the opening of a school for female convicts in the Thána Jail and a Police School in Kolába. The number of scholars has risen from 410 to 462. Nine of these schools were examined during the year with the following results as regards8, the Sholápur Jail School in which Government standards are not used, being omitted:—

Name of Collectorate.		Number of Schools examined.	Number of Scholars examined.	Number passed in all Heads.					
				Standard I.	Standard II.	Standard III.	Standard IV.	Total.	Percentage.
Poona	Jail ...	2	58	27	9	6	4	46	79
	Police ...	1	11	1	1	1	...	3	27
Sátára	Police ...	1	15	8	...	3	...	11	73
Ratnágiri	Jail ...	1	47	...	...	...	...	...	...
	Police ...	1	123	...	...	...	...	...	...
Thána Jail	Boys ...	2	All the	studen	ts were	below	standa	rds.	
	Girls ...	...	...	...	...	...	...	...	...
	Total ...	8	254	36	10	10	4	60	24

"The Police School at Kolába was not examined. The Yeroda School really exists only in name, having only 11 pupils at the end of March and the instruction afforded being of the most elementary character. There is no special teacher, and attendance limited to one hour a day, is not compulsory. The Poona City Jail School under a trained teacher is in a very thriving condition and passed several scholars under the IV. Standard. The Poona Police School makes no progress and is in a very inefficient condition. It is taught by one of the constables. The Jail School at Sholápur is fairly reported of. It is held for two hours daily and is taught by one of the convicts: attendance is optional. In the Sátára Police School, 11 out of 15 presented for examination passed under all heads, 3 passing under the III. Standard. These results are satisfactory. At the Ratnágiri Jail School, 47 convicts were presented for examination (39 males and 8 females). The former showed fair progress, the latter none. The Ratnágiri police school was very well attended in the early part of the year, having 173 on its rolls. Of these 123 were present at the Deputy Inspector's examination. The numbers have however fallen to 73 at the end of the year, the attendance of constables of over ten years' service being no longer compulsory. The new schools in the Thána Jail under a convict teacher are not yet in a very efficient state, and the Police School has been permanently closed."

The three Police Schools in the North-East Division show a net decrease of 18 in attendance:—

"The Khándesh School is reported to have made no improvement during the year; but I note that out of 23 boys examined, 2 passed in the first standard, 3 in the second and 5 in the third, as against 2, 3 and 1 respectively at the examination held in 1880-81. The rather large falling off in the attendance at the Ahmednagar School at the end of the year has not been explained by the Deputy in his report. Twenty-six pupils were presented at the annual inspection, out of whom only 3 passed. Bad as this result appears, it is somewhat better than the total failure of last year. The Násik School is in very fair order and shows improvement on last year. Sixteen pupils passed in all heads of the first three vernacular standards."

Of the schools in the Northern Division, Mr. Giles reports:—

"The school attached to the Surat Jail contains 4 pupils. The Deputy Educational Inspector thus describes it: 'Accurately speaking, it is no school; the convicts who are willing to join are made to attend after the whole day's full labour has been done, and are taught by one of the prisoners. They have no books.' Comment is superfluous. The Police Line School at Surat contains 106 boys and men and is in a prosperous state. The discipline and progress are very satisfactory. The Kaira Jail School has 6 pupils, whose attendance is irregular and progress nil. In Ahmedabad there are no schools attached to the two jails at Ahmedabad and Dhuliakot. There is a school in the Police Lines, which has two departments, one for the children in the lines and one for the sepoys. The school is efficient but an assistant is required. In the Bhaddar School for unarmed sepoys, only reading is taught. About 15 men usually attend.

"In the Panch Maháls there is no Jail School. There are Police Schools at Dohad and Godhra, both of which were examined. I visited the Dohad School personally: both schools are fairly efficient."

The schools in the Southern Division have been inspected, but, except of one school, Mr. Russell has no particular remarks:—

"It is only in the Belgaum Police School that students are taught according to standards. The Belgaum Deputy Inspector says that this Police school is doing well under the superintendence of the Head-quarters Chief Constable. The teacher of this school is a trained man. The sons of constables attend this school."

Mr. Hart-Davies reports that the attendance at the Shikárpur Jail School has fallen from 48 to 19, but that many adults have acquired a knowledge of reading, writing and arithmetic under the 1st four standards.

GIRLS' SCHOOLS.

72. The total for these schools is 326* with 19,917* girls, the increase being 28 schools and 2,305 girls.

Central Division.

73. The figures for the Central Division are—

	Number of Schools.				Number of Scholars.			
	1880-81.	1881-82.	Increase.	Decrease	1880-81.	1881-82.	Increase.	Decrease
Government	36	39	3	...	2,293	2,622	329	...
Aided	14	22	8	..	1,641	2,101	460	...
Inspected	9	6	...	3	340	198	...	142
Total ...	59	67	11	3	4,274	4,921	789	142

The aided schools, which are chiefly in Bombay and Poona, are in many cases very useful institutions, and we now have on our list 12 Mission schools and 10 schools under native management. Of the mofussil schools, whether Local Committee or Native State Schools, General Waddington does not give a very satisfactory account:—

"It is only with great difficulty and by sending special servants to collect the children and bring them to school that even this attendance is secured. I still see but little real interest in or desire for female education. The bulk of the girls that do attend are mere children, and the object which their mothers have in view in sending them is generally to keep them out of mischief. The female school at Ratnágiri has been in existence for more than 30 years, and I see little or no improvement in it in all that long period, nor do I believe it has ever turned out an educated woman."

The examination results of the year are tabulated as under:—

	Number of Schools examined.	Number of Scholars examined.	Number passed in all Heads.							Percentage
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Total.	
Government.										
Poona ... City	6	147	42	22	22	2	...	...	88	60·
Poona ... District	3	21	5	...	...	...	...	...	5	24·
Sholápur	4	59	20	8	2	1	2	...	33	55·
Sátára	5	100	31	11	7	8	...	...	57	57·
Ratnágiri	4	112	34	17	10	6	...	...	67	60·
Thána	6	165	36	17	13	2	...	...	68	41·
Kolába	2	30	11	2	2	..	...	...	15	50·
Maráthi Schools, Bombay	3	74	17	6	5	3	...	...	31	42·
Gujaráti do.	6	234	61	28	12	8	5	3	117	50·
Total ...	39	942	257	111	73	30	7	3	481	51·
Corresponding figures, 1880-81 ...	35	857	263	112	71	23	4	1	474	55·
Aided	9	245	65	30	16	6	...	...	117	47·
Inspected	5	35	19	4	2	...	...	...	25	71·
Total ...	14	280	84	34	18	6	...	...	142	50·
Corresponding figures for 1880-81 ...	16	457	63	34	12	13	3	...	125	27·

* Exclusive of 28 schools and 1,581 girls shown under high and middle schools, and of many girls attending boys' schools.

"Though the percentage under all heads is less than last year, it will be seen that more girls passed especially under the higher standards III to VI. Eleven schools are now under the charge of trained female teachers.

"*Poona Collectorate.*—In addition to the 491 shown in the above table, 294 girls attended boys' schools. There are now 6 girls' schools in the city of Poona against 5 last year. These are all under the care of Mrs. Mitchell, who reports regarding them as follows:—'The practising school has had all those passed who went up for examination. Next come Sadashew and Shanwar Peth Schools. Neither Shukurwar nor Rastya's Peth School did so well, because the Mistress of the Shukurwar Peth School had been newly appointed, and the Mistress of the Rastya's Peth School had been in failing health for some time. The Sadashew and Shanwar Peth Schools did better than the year before, and the newly opened school in Budhwar, under Champabai, gave good promise, and continues to go on well. These schools suffer from not having the most experienced mistresses. When a very clever one is appointed she is at once sent off somewhere else. This of course cannot be helped; these schools may be called so many preparatory schools or feeders for the female Training College or practising schools for our new teachers. The cause of a slight decrease in numbers on rolls in Shanwar, Shukarwar, Rastya and Sadashow Peth Schools is said to be new schools having been established in their near neighbourhood, and it is said also that greater inducements are offered in the way of prizes, presents, &c. &c. Inducements or no inducements, I am glad to know that there is an increase in the number of female schools in this city, and there ought to be no jealousy, as the mothers, as a rule, are illiterate, and therefore unable to judge of the education needed for their girls: they may send them back to us when the novelty wears off. If this decrease continues, I shall see if I cannot set down our 5 schools in more destitute localities. However, on the whole, I am glad to state that there is an increase of 1 school and 25 scholars in my female schools and scholars compared with that of the last year. The schools are still in the same buildings as last year which have proved to be healthy.' Of the other schools in the collectorate, the school at Ghodnadi, opened last year, is entirely supported by the municipality of the town. It has made but little progress, and did not present girls under any standards. The schools at Sásvad and Talegaon Dábháda also show no progress whatever. The Deputy ascribes this failure to the irregularity of the girls' attendance and the absence of any real desire on the part of the parents for the education of their girls. The same causes are, however, in operation in other collectorates where the girls' schools show better progress.

"*Sholápur Collectorate.*—136 girls attend the boys' schools in addition to the 179 shown in the foregoing table. The Karmála School, so badly reported on last year, has since been closed. The schools at Sholápur and Pandharpur are under trained mistresses. The Pandharpur School is partially supported by the Municipality. The schools at Bársi and Sángola are under male teachers. The results of this year show that the schools have improved in efficiency, and two girls from the Sholápur school succeeded in passing under Standard V. against none last year. The Pandharpur School does not progress, and though it has been in existence for three years, it has not yet advanced beyond Standard II. The school at Sángola is making fair progress and the school at Bársi was found in a good condition.

"*Sátára Collectorate.*—A new school was opened at Wái, of which the nucleus was formed last year in the boys' school No. IV. The gratifying increase of 162 scholars is due mainly to the Sátára School. The school at Tásgaon is the best taught school in the district, but the lower classes are backward in consequence of the irregularity of attendance and the very tender age of the pupils. The progress of the school at Sátára under a trained mistress and that of the school at Karád under a male teacher, was found to be fair, but not as great as could be wished. The new school at Wái promises fairly, but the Ashta School is not in a satisfactory state either as regards attendance or efficiency. Great interest is taken in these schools by the Collector, Mr. Pratt, who has several times visited them, and by giving presents and prizes has excited much interest in them. The Deputy Inspector ascribes the tardy progress of female education in his district to the unwillingness of native parents to send their daughters to school at all, or when they do send them, to their apathy on the subject of their education. Irregularity of attendance and the short time for which they are allowed to attend school in consequence of their early marriage also tend to check progress. With a view to induce better attendance a scheme of special rewards and scholarships will be shortly introduced.

"*Ratnágiri Collectorate.*—171 girls attend boys' schools in this district in addition to the 260 shown in the foregoing table. The boys' school at Shiroda being attended by 21 girls, I hope to open an independent school there during the current year. Little or no progress is discernible in the four existing schools. That at Vengurla continues to keep the first place. Next to it stands the school at Málvan. The Ratnágiri School continues in the same stagnant condition that it has been in for the last 25 years, and I see no prospect whatever of its improvement. The Kelshi School has made some progress during the year and is reported to be in a fair state.

"*Thána Collectorate.*—576 girls attend boys' schools in addition to the 440 on the rolls of the girls' schools. All the existing schools are reported to be in a good state of efficiency, except the one at Murbád, where the people seem to pay very little attention to female

education. The numbers and percentage passed under standards, however, both show a considerable decrease, which does not speak much for increased efficiency.

"*Kolába Collectorate.*—In this district a new school has been opened at Pen. This, as well as the Alibág School, is reported by the Deputy to be in a good state. The girls' class in the Mahád School is also well taught, and can be developed into an independent school under a competent mistress. The total number of girls attending boys' schools is 130. But I am unable to agree with the Deputy's report on the Alibág School, which is in a very backward state, and one that speaks very badly for the trained female teacher who has had charge of it for some months. The Collector, Mr. East, has also reported very unfavourably of the state and progress of this school, which he says is 'at present little more than a nursery.'

"*Maráthi Schools, Bombay.*—The increase of one school is due to the opening of a school at Nágdewi. These schools appear to be in a good state of progress, having succeeded in passing this year more pupils under Standards I., II. and IV., the number examined being the same as last year. The percentage of attendance is also good, being 66 against 67 last year.

"*Gujaráti Schools, Bombay.*—The number of these schools continues the same, while that of scholars shows a slight increase. The percentage of attendance is satisfactory, being 63 against 60 last year, and the results of examination under all the standards, except III., show improvement. This year 3 girls from the Charni Road School passed under Standard VI., and two of them obtained the 1st and 2nd Miss Mary Carpenter Scholarships of Rupees 6 each per mensem. This school still takes the lead, but the Kálbádevi and Bhuleshvar Schools are progressing satisfactorily. The Null Bázar School has been provided with female teachers, but has not improved, and the Masjid Bandar and Rangari Street Schools came out very badly at the examination. The Deputy Inspector is of opinion that the people have not yet learnt to prize education for their girls, nor is it fashionable among them. Girls are sent to school only while they are too young to be of use in domestic affairs and to keep them out of mischief at home. He thinks that girls should be bribed and tempted to attend school."

North-East Division.

74. In the North-East Division the figures are :—

	Number of Schools.	Number of Scholars.	Increase.	
			Of Schools.	Of Scholars.
Government	35	*1,900	13	538
Aided	3	225	....	23
Total ...	38	2,125	13	561

* Exclusive of 765 girls attending schools for boys.

The examination results were as under :—

	Number of Schools examined.	Number of Scholars examined.	Number passed under all Heads.					Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.		
Government	32	309	99	39	13	6	...	157	50·80
Aided	2	119	8	7	3	3	2	23	19·32
Total ...	34	428	107	46	16	9	2	180	42·05
Corresponding figures for 1880-81	25	366	68	25	17	15	...	125	34·0

Of these figures Mr. Jacob writes as under :—

"The progress of these schools during the year has been satisfactory. In Khándesh the Párola School continues to maintain its superiority over all the other schools in the district. Five girls passed in the 4th standard at the last examination, and one pupil is now studying under the 5th standard. The schools at Dhulia and Dharangaon rank next to this in order of merit. The Deputy reports hopefully of his 18 schools in the Ahmednagar District. Few of the children attending them have as yet advanced beyond the 2nd standard; but the interest which Mr. Gokhale has induced the people to take in these newly opened schools is, if any thing, stronger than last year. Every considerable town in the zilla is now provided with a girls' school; and the chief school at Ahmednagar is attended by nearly 100 Mussalman girls, several of whom belong to families of high social standing. The school at Shevgaon has been greatly helped on by the Subordinate Judge, Mr. Vithal Vaikunt Wagle. He sends his own daughters to it, and he has been of invaluable service on the school committee. When I visited Shevgaon in January last, I found 31 children present, 5 of whom could read and write, and all looked bright and happy. In Násik, new schools were opened at Trimbak, Nándgaon, Málegaon and Chandwad. The Deputy notes with pleasure that twice as many more children passed in the examinations this year than in 1880-81, and that in the larger towns the people are awaking to the fact that the dreary monotony of woman's home-life cannot be relieved unless women are raised out of their present state of darkness and ignorance. In the villages, he adds, the people are not quite dead to improvement, though custom has a stronger hold on their minds than is the case in towns or cities. The three aided girls' schools in the Division are on a better footing than our cess-schools, inasmuch as they are all under female teachers, and have also the advantage of being under the constant supervision of English ladies. The schools at Sharanpur and Málegaon passed a satisfactory examination in reading, writing, arithmetic, geography, and sewing; and (though it is not in the standard) in singing also. But by far the first school in my Division in point of organization and efficiency is the boarding-school of the American Mission at Ahmednagar. It is a model to the whole district, and deserves our liberal support. At its last examination several children unexpectedly failed, and I was much disappointed at the smallness of the grant earned, but I am confident that at its next examination the school will more than make good the deficiency in this year's grant."

Northern Division.

75. The returns for the Northern Division are as under :—

	Number of Schools.				Number of Scholars.			
	1880-81.	1881-82.	Increase.	Decrease.	1880-81.	1881-82.	Increase.	Decrease.
Government	39	46	7	...	2,912	3,359	447	...
Aided	18	17	...	1	1,563	1,509	...	54
Inspected	69	73	4	...	2,916	3,270	354	...
Total ...	126	136	11	1	7,391	8,138	801	54

The examination results of these schools are tabulated as under :—

	Number of separate Schools examined.	Number of Scholars examined.	Passed under all Heads.						Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government	45	1,030	306	132	72	46	19	11	586	56·89
Aided	12	476	137	67	40	21	12	4	281	59·03
Inspected	65	970	303	129	53	33	13	4	535	55·16
Total ...	122	2,476	746	328	165	100	44	19	1,402	56·62
Corresponding figures for 1880.	120	2,594	738	338	178	106	41	9	1,410	54 35

There is therefore an increase in attendance without any increase in the number of girls brought up for examination. Mr. Giles' remarks on the Local Committee schools are as under :—

"*Surat Northern Division.*—The number of schools—4—remains the same, the number of scholars has decreased by 6, the figures being 178 against 184. The average daily attendance was 107 or 60 per cent. of the number on the rolls. 31 per cent. were presented under the standards, and of these 54·4 per cent. passed. It is satisfactory to note that 5 girls passed under Standard VI.

"*Surat Southern Division.*—There were 4 schools with 295 scholars against a similar number with 284 scholars in 1880-81, there being thus an increase of 11 in the number on the rolls. The average daily attendance was 144, or 55 per cent. of the number on the rolls. 31·5 were presented under standards, of whom 59·2 per cent. passed. Two girls passed under Standard VI. With reference to Surat Zilla, it must be remembered that there are besides the aided schools in Surat, 8 Pársi Panchayet endowed girls' schools. At the same time the Government girls' schools do not make the improvement that they should, and this I think is partly due to the fact that as the Surat Zilla sends no women to the Female Training College for training, so trained women sent into Surat will not stay there contentedly, but soon desire to return to their own zillas.

"*Broach.*—There are 7 schools with 525 scholarships, 26 more than in 1880-81. The average daily attendance has risen from 215 to 236. 174 girls were presented under the standards, of whom 57·6 passed in all heads, 1 girl passing under Standard VI. The Deputy Educational Inspector is fairly satisfied with the progress made, but points out, with truth, that in Broach there is little interest taken in female education by the people themselves, and that there is an utter absence of that encouragement which municipal and local bodies might give by rewards and scholarships. It is impossible to depend on our Local Fund for expenditure of all sorts, and the Broach Zilla is peculiarly backward in municipal assignments.

"*Kaira.*—The number of schools—11—is the same, but there is a good increase of 66 scholars, the figure being 961 against 895 in 1880-81. The average daily attendance has risen from 422 to 466, an increase of 44. 271 girls were examined and 129 passed in all heads, giving a percentage of 47·6. 3 girls passed in Standard VI. and 3 in Standard V. against 1 and 1 in last year. Some of the Kaira girls' schools are very prosperous. That at Kapadvanj has especially attracted the notice of the District Officers. It is under a trained mistress. The municipalities of no less than 4 towns, Nadiád, Dákor, Mehmadabad, and Kapadvanj, give annual grants for prizes in the girls' schools.

"*Ahmedabad.*—There is an increase of 3 schools and 191 scholars. There are 16 schools and 1,148 scholars, against 13 and 957 in 1880-81. The average daily attendance has increased by 93. 243 girls passed in all heads under the standards, 90 more than in last year. The increase reported is very satisfactory. Some of the schools, such as Viramgám, are in capital order, and the Deputy Educational Inspector again refers to the usefulness of the small scholarships which are given from the Infanticide Fund.

"*Panch Maháls.*—There are 4 schools and 252 scholars against one school and 118 scholars in 1880-81. The average daily attendance has risen from 54 to 150. The new schools have been opened at Dohad, Vejalpur and Kálol. I have seen all the girls' schools of the Panch Maháls during the year, and consider that the 3 new schools have started with every prospect of success, while my opinion on the Godhra School was more favourable than that of the Deputy Educational Inspector. I hope to be able to send a trained mistress there in November next. As regards results little progress has been made, the 3 new schools not being able yet to present children under the standards."

The aided schools include the Pársi Panchayet Schools, the Mission Schools, the Raichand Dipchand School at Surat, and the Maganbhai and Sethani Schools at Ahmedabad. These two last-named schools appear to be in a prosperous state, and earned an increased grant-in-aid.

Of the schools in Native States, Mr. Giles remarks as follows :—

"*Káthiáwár.*—There are 22 Fund Schools with 1,465 scholars, being an increase of 2 schools and 357 scholars. The increase in average attendance was 156. One private school was placed on the list of Fund Schools and a new school was opened at Navánagar. 501 girls were examined under standards, of whom 319 or 63·6 per cent. passed. The percentage examined to the number on the rolls was 34·2. Four girls passed under Standard VI. and 11 under Standard V. I saw personally the schools at Limbdi, Wadhwán, Bhávnágar, Junágadh and Navánagar, nearly all these schools would compare favourably with our best zilla schools. The Wadhwán and Limbdi Schools each passed 2 girls under Standard VI. The Navánagar school can turn out better needlework than any other school I know, except perhaps the Maganbhai School in Ahmedabad. This is due to the great interest taken by Mrs. McClellan in the girls' school. It is owing to that lady also that the girls at Navánagar come to school daily with clean faces and well brushed hair, presenting a great contrast,

in these respects to many of the girls in our Zilla schools. The opening of the 2nd girls' school in Navánagar, now attended by 80 children, was also due to Mrs. McClellan.

"*Private Schools.*—There is a decrease of one school and 145 scholars. There remain 30 schools with 721 scholars and an average attendance of 421. The efficiency of these private schools is much below that of the Fund Schools as they in no instance presented girls under Standard VI., and only one girl under Standard V. 206 girls in all were presented, of whom 106 passed, but of these 73 passed under Standard I. and 21 under Standard II.

"*Mahi Kántha.*—There are 4 schools with 106 scholars, 23 less than in last year, the average daily attendance, however, rose from 55 to 64. The Deputy Educational Inspector gives no special explanation for the cause of decrease except that some of the elder girls have left the schools. As regards the Pálanpur girls' school itself, the only one that I have been able to see personally, no great success can be expected from it so long as the establishment is so small.

Rewa Kántha.

"There are 5 schools, 2 more than in last year. The number of scholars has risen from 117 to 255, an increase of 138, and the average daily attendance from 65 to 116, an increase of 51. The schools have improved generally in efficiency, the best being the Bálásinor girls' school, in which one girl passed under Standard V. and joined the Female Training College, Ahmedabad.

Surat Agency.

"There are two schools which contain 126 girls, being an increase of 8. The average daily attendance has increased by 9. The Dharampor School, though with larger numbers, has fallen off in efficiency.

"I have one general remark to make as to female education, which is, that it is becoming yearly more apparent that mistresses are more popular than male teachers, and can conduct schools in an efficient and orderly manner. At the same time the difficulty of obtaining the most suitable women for training does not diminish. It was hoped at one time that masters would see the advantage of educating their wives, and that the cause of female education would at least have the support of the employés of the Department. But I find masters very backward, both in sending their wives to be trained, and in educating their own children. Even in large towns where the number of masters and assistants is considerable, I find few of their children in our girls' schools, and it is I believe only in rare cases that they seek to introduce to their domestic circle the education they have themselves received, and by which they subsist. It is to be hoped that this neglect is due to apathy rather than intention."

Southern Division.

76. The returns for girls' schools in the Southern Division are :—

	Number of Schools.				Number of Girls.		
	1880-81.	1881-82.	Increase.	Decrease.	1880 81.	1881-82.	Increase.
			Rs.	Rs.			Rs.
Government	43	41	...	2	1,951	2,309	358
Aided	5	6	1	...	223	286	63
Inspected	16	16	...	...	719	815	96
	64	63	1	2	2,893	3,410	517

The Local Committee schools in Kaládgi have been closed, and a school at Belgaum supported by a society of Native gentlemen, who for several years have been joined together in an attempt to promote the education of women, has been brought upon the grant-in-aid list.

The examination results for these schools are as under :—

	Number of separate Schools examined.	Number of Scholars examined.	Number Passed.					Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.		
Government . .	41	669	194	122	53	7	...	376	56·20
Aided	5	163	24	33	21	8	...	86	52·76
Inspected	14	266	81	30	31	12	1	155	54·51
Total .	60	1,098	299	185	105	27	1	607	55·02
Corresponding figures for 1880-81 ..	58	857	248	130	61	21	.	460	53·6

Among the Local Committee schools, the Inspector puts the Belgaum schools first and Dhárwár second, the other two zillás again occupying the last places. The largest school is one at Hubli with 150 girls, against 125 girls in a State school at Kolhápur which is supervised by an English lady employed by the Dárbár. And Mr. Russell gives particular praise to the schools in Native States and specially to the Lakshmeshvar school. Of the Local Committee schools, he mentions two which are under trained mistresses from Poona—

"The Nipáni girls' school (in Belgaum District) is much improved in point of attendance and progress under the trained school-mistress brought from Poona last year. The Modi writing of the girls in this school was superior to that of some of the boys' schools. The school-mistress at Kárwár was on leave when I visited her school in April last. Plain needle-work in the Kárwár school was better than at Nipáni school, because the former has had a woman teacher of needle-work for several years."

On the question of mixed schools, Mr. Russell has some interesting remarks :—

"These schools are not shown separately in the list of detailed results. This year, there are more schools than last year, with girls' classes attached to them. In some places it was observed that a girls' class was doing better under the superintendence of the boys' school-master than an independent girls' school at the same place. In some schools, girls are reported to have passed (under Vernacular standards for boys) more creditably than boys. The Kánarese school at Anturbentur in the Gadag Táluka is, Mr. Rodda says, a model village mixed school. Some five or six years ago there was no school there, and the Patel and Kulkarni were the only persons who could sign their names. The school has kept its reputation for the last two years. The head master is a highly efficient, but untrained and even unpassed man. His school has shown nearly cent. per cent. examination results this year, and four girls in it have passed quite creditably under the IV. Vernacular Standard."

Sind. 77. The figures for Sind are as under :—

	Number of Schools.		Number of Scholars.			
	1880-81.	1881-82.	1880-81.	1881-82.	Increase.	Decrease.
Government	22	20	1,320	1,106	...	214
Aided	2	2	170	217	47	...
Total ...	24	22	1,490	1,323	47	214

The examination results of these schools are tabulated as under :—

	Number of separate Schools examined.	Number of Scholars examined.	Passed under all Heads.						Total.	Percentage.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.		
Government	20	437	110	86	42	26	2	...	266	60
Aided	2	65	12	17	14	6	1	...	50	76
Total ...	22	502	122	103	56	32	3	...	316	62
Corresponding figures for 1880-81...	24	531	154	111	55	29	4	2	355	66

On these figures Mr. Hart-Davies reports as follows :—

"The girls' schools show a falling off, but the attendance in this class of schools depends upon so many causes that it cannot but be subject to fluctuations. The decrease has been attributed to withdrawals on account of age or marriage and to change of station. An unfortunate event happened during this year which has rather discouraged female education in Shikárpur. * * * *

One main difficulty is to get respectable mistresses whom the people will trust. There is not much abstract opposition to female education now; it is mainly that the schools are practically not good ones, and there is almost an insuperable difficulty to get women of any education who also bear good characters. I try to get the wives of masters, but with not

much success at present. I may mention that I have received during this year an offer from two Hindu gentlemen to aid in building a Hindu girls' school at Hyderabad, which is an encouraging sign. The Tatta school is the best, and under the charge of its present master, an old man much respected and liked by the townspeople, it flourishes admirably."

Training Colleges and Normal Schools.

Central Division.

78. The Poona College for masters was under Mr. Sohoni until July when Mr. Patwardhan resumed charge. But in February Mr. Patwardhan was appointed acting Inspector and Mr. N. B. Limaye took charge of the college. At the end of the year there were 145 men under training, or 11 more than in the previous year, the increase being due to a large supply of men from the North-East Division. The examination results of the year were as follows:—

"Third year's certificate—Ten students appeared for examination, all of whom passed, three obtaining 1st class and seven 2nd class certificates. All but one were sent out as teachers. Six school-masters also appeared for this examination, of whom four obtained 2nd class certificates.

"Second year's certificate.—Forty-eight students were examined of whom 47 passed, 5 in the first and 42 in the second class. The first 10 were retained as stipendiary students and the next two as free students: the remaining 40 were sent out as teachers.

"First year's course.—Of 64 students 61 passed, and have been retained in the college for further study. Forty-nine students holding 2nd class certificates of qualification for the public service applied for admission to the college, of whom 41 were admitted, as were also 30 students sent from the North-East Division.

"The boarding-house attached to the college contained 134 resident students at the end of the year. The average monthly number was 130, and the cost per head of board and maintenance averaged to Rs. 3-3-5 per mensem."

The number of trained and untrained head-masters now employed in the Central Division is as under:—

Collectorates.	Trained Masters.	Untrained Masters.
Poona	70	167
Sholápur	71	98
Sátára	104	120
Ratnágiri	62	64
Thána	45	129
Kolába	25	53
Maráthi Schools, Bombay	12	13
Gujaráti Schools, Bombay...	3	20
Total ...	392	664

General Waddington's report on the Normal School for Mistresses shows that Mrs. Mitchell is unwearied in her efforts to advance the cause of female education—

"The Poona Female Training College has been under the care of Mrs. Mitchell throughout the year. She has been ably assisted by Miss Rosa Morris. The premises occupied by the school have been improved by the building of several additional rooms for resident pupils. This has been done by the landlord, but more accommodation of this sort is still required. The number on the rolls at the close of the year was 42 against 37 reported last year. The average daily attendance was 31 against 30. Five women have been sent out as teachers during the year. The annual examination was this year taken by Mr. W. A. Modak, Head Master of the Poona High School. The results under the VI. and VII. standards were satisfactory, and the four women in the special Hindustani class did well, but the lower classes did not do quite so well. Three women are prepared to go out as vacancies occur, and will all be shortly employed. As regards the success of the female teachers sent out in previous years, I would refer to my remarks on the primary girls' schools in the different collectorates under my charge. On the subject of the needle-work, Mrs. Mitchell writes:—'We devote our chief attention to plain needle-work, knowing that this is always useful. We have had many visits of English ladies including the wife and daughter of the Honourable W. Baxter, M.P., and they declared that the work would be creditable to an English school. Miss Morris and I have had no assistance in the shape of matron or shimpi; we do it all ourselves now with the help of our women'.

I also quote from Mrs. Mitchell's report the following remarks :—'We have regular gatherings once a fortnight of our women and other native ladies after school hours. Essays written by some of our women are read and addresses given on some useful or scientific subject. The addresses are given chiefly by Ráo Bahádur Kero Laxuman Chhatre and Waman Abaji Modak, Esquire, Mr. Gadre giving his help always. The results of these meetings are exceedingly gratifying and cannot be over-valued, and I hope our women will carry the remembrance of them wherever they go. They are exceedingly delightful to myself, and it is pleasing to listen to the remarks and questions they call forth from our pupils about the works of God which stand around us. Ráo Bahádur Kero Laxumun Chhatre and W. A. Modak, Esquire, are most unwearied in their endeavours to inform the minds of our women, and they are heartily joined in by our own master and some others; they certainly have not grown cold but have rather increased in zeal and effort. We owe them hearty thanks.' Mrs. Mitchell again expresses her great sense of the obligations the college is under to the committee and to some of their wives, who, having been educated themselves, are active in the cause of female education, and she winds up her report with an expression of her opinion that the year has been one of marked progress."

North-East Division.

79. The attendance at the Christian Vernacular Society's School at Ahmednagar has fallen from 57 to 46; but the Society is working hard to increase the efficiency of its primary schools and has lately taken up English in addition to vernacular education.

In the Local Committee schools the number of trained Head Masters is as under :—

		Trained Head Masters.	Untrained Head Masters.
Khándesh	...	154	182
Ahmednagar	...	43	192
Násik ...	...	58	179
	Total ...	255	553

Northern Division.

80. The two Normal schools for masters show 152 students, or an increase of 5; while in the Normal school for mistresses the number of women under training is 31 against 29 in the previous year.

Of the Ahmedabad College under Ráo Sáheb Mahipatram Rupram, the Inspector reports favourably :—

"The Ahmedabad Training College was examined by me with the assistance of the Principal and the Deputy Educational Inspectors. Professor Kathavate of the Gujarát College took the Sanskrit examination. The college contained 91 students at the close of the year, 8 more than in 1880-81. The average daily attendance rose from 61·3 to 72·9. Of these 91 students, 33 were from Native States as follows :—

Cutch	22
Káthiáwár	2
Mahi Kántha and Pálanpur...	6
Rewa Kántha	3
	33

"Of these five were free students. The results of the annual examination were as follows :—

	Number examined.	Number passed.
3rd year's class ...	6	6
2nd year's class ...	26	24
1st year's class ...	45	37

"20 men were sent out to places in accordance with the marks obtained by them * * The results of the annual examination were in every way satisfactory and the college has been efficiently and quietly managed during the year by the Principal. Munshi Abdula, Urdu teacher, was obliged to resign owing to ill health, and in him the Department has lost a hard-working and able servant. The Teacher of Poetry also retired and his place has been abolished."

The Inspector reports the number of trained and untrained head masters of Local Committee schools to be as under :—

	Trained Masters.	Untrained Masters.
Surat ...	... 146	123
Broach ...	... 101	74
Kaira ...	... 126	70
Ahmedabad ...	... 119	54
Panch Maháls ...	... 25	26
Total ...	517	347

The Normal school for women has been efficiently managed by Mrs. Collett—

"There are 31 women under training, 2 more than last year, 15 having joined during the year and 13 having left. The 31 are distributed as follows:—

3rd year Class	8
2nd do.	5
1st do.	7
Preparatory do.	11
	31

"One woman who fully passed in the highest class was retained in the college as Assistant to the Head Master, being too young to be sent to an independent school; 3 more were sent out to the Sethání School, Ahmedabad, Amod and Jambusar on Rs. 20 each. One woman refunded her scholarship and took service in the Baroda State, and one was dismissed. Altogether 31 trained women have been sent out from the college; of these 5 have died and 3 have resigned. One Mahalaxami Chhagan, lent to the Baroda State, is very highly appreciated there, having been appointed, on an increased salary, mistress of the newly opened normal class. The rest are working well, and I have had few complaints during the year. One of the most successful teachers died at Dholka and another in Ahmedabad. I have during the year seen the work of trained women at Nadiad, Kaira, Mehmadabad, Dholka, Viramgám, Broach, Surat and Anklesvar. The schools at Viramgám and Anklesvar have an entirely female staff, and both are unusually well conducted. I hope in time to see many more schools entirely under female teachers. There is a small Anglo-Vernacular class attached to the college. This was opened during the year at the request of some of the leading members of the native community. A fee of Rs. 2 per mensem is charged to the girls who attend and some of the women under training are admitted free. Besides learning English, those who wish, are taught music also. Mr. Nowrojee Pestonji of Ahmedabad was kind enough to present the college with a piano. The practising school attached to the college is flourishing, and Miss Collett states that in it and in the other town schools under her superintendence, the children attend much more regularly than formerly. In the practising school, with 116 names on the roll, the average attendance was 83·7. The college was examined by me with the help of Ráo Sáheb Mahipatram Rupram and the Deputy Educational Inspector, Ahmedabad Sub-division. The results were very good and highly creditable to the Lady Superintendent and her subordinate staff."

The Rájkot College has been well managed by Mr. N. L. Pandya—

"The Training College at Rájkot had 63 students on the rolls during the year, of whom 60 were Kathiáwáris and 3 from Cutch. This year the highest class was for the last time examined under the old code. There were 29 scholars, 26 from Káthiáwár and 3 from Cutch; of these 3 Káthiáwáris and all the Cutch boys failed; 23 passed and were sent out to schools, with the exception of the first 2 who were allowed to join the Ahmedabad Training College. The second class was taught according to the Ahmedabad Training College Code, which has now superseded the old code; 34 were examined and 25 passed. These now form the higher (2nd year's course) class, those who failed being sent out to suitable posts. 35 new men were admitted to the college. The examination results were satisfactory, and the college was well managed during the year, as appeared from the results and from the good behaviour of the pupils. The Central Committee of Káthiáwár sanctioned a sum of Rs. 1,850 for the improvement of the students' quarters and for new books and furniture. The college buildings are now in fair repair and the new accommodation has relieved the overcrowding. A latrine has also been built for the boarders. More money is required for scholarships, for the supply of trained men sent out does not nearly satisfy the demand for them. There are at present 281 trained and 193 untrained men in the Fund schools of Káthiáwár drawing pensionable salary."

Southern Division.

81. The attendance in the Dhárwár College has risen from 97 to 100 and the examination results were satisfactory. Of the eleven third-year men, 10, including one man from the Mudhol State, obtained certificates of Rs. 25; and out of 44 second-year men, 40 passed, 24 with certificates of Rs. 15, and 16 with certificates of Rs. 12. In the 1st year's course there were 39 students, and all but five of them succeeded in passing their examination. In place of this last class a new class has now been formed which consists of 55 men.

With regard to the Hindustáni class, Mr. Huilgole reports that 3 out of 6 men passed the 2nd year's and 2 out of 4 the 1st year's test, and that the year closed with an attendance of 7 men under training.

Mr. Russell returns the number of trained and untrained masters in the Southern Division as under:—

Collectorate.	Trained Masters.	Untrained Masters.
Belgaum	98	77
Dhárwár	151	189
Kaládgi	61	85
Kánara	43	59
Total ...	353	410

Sind.

82. The number of students in the Hyderabad Normal School has fallen from 27 to 24, but the examination results are reported to have been good, all of the 5 senior pupils and 10 out of 12 juniors passing for certificates.

With regard to the employment of certificated masters, Sind occupies the first place in the Presidency; the numbers being—

Collectorate.	Trained Masters.	Untrained Masters.
Karáchi	34	37
Hyderabad	75	27
Shikárpur	102	39
Thar and Parkar	...	14
Upper Sind Frontier ...	8	1
Total ...	219	118

Mr. Hart-Davies has also been successful in the management of his pupil teachers, who are not allowed to remain on until they get beyond their school work and reach an age when it is difficult for them to take to a new calling, but are compelled at the proper time to make their choice between the Training College and an independent occupation. The Sind system is thus described:—

"The pupil teachers whose starting pay is Rs. 4 only receive an increment of Rs. one each year for three years, after which they are discharged, as any longer continuance on their part in that position is supposed to encourage sloth and idleness in them. They are encouraged to qualify as masters. The teachers above the rank of pupil teachers are those who are not trained but hold 2nd class public service certificates. They are taken on by the Department on Rs. 8 or so per month, and when they attain to the 10 Rs. grade their promotion stops there as a rule."

In the year under report four of these untrained assistants were allowed to appear at the second class examination of the Normal School, and one of them was successful.

Schools in Native States.

83. The expenditure on these schools is as under:—

		Amount. Rs.	a.	p.
Central Division ...	Sávantvádi	14,051	0	9
	Aundh	2,820	6	6
	Bhor	4,035	8	6
	Akalkot	5,201	8	0
	Phaltan	2,758	11	3
	Jath	3,121	8	7
	Modnimb (Miraj)	1,730	2	2
	Maidurgi (Kurundvád)	348	13	0
	Jawhár...	1,565	0	0
Northern Division ...	Káthiáwár	2,71,262	5	2
	Rewa Kántha	21,396	15	3
	Mahi Kántha ... ... } Pálanpur .. .. }	28,493	5	7
	Cutch	36,522	8	7
	Surat Agency	6,109	6	1
	Cambay	1,193	0	11
Southern Division ...	Kolhápur	1,05,517	0	0
	Sángli	30,382	0	0
	Miraj	11,041	0	0
	Jamkhandi	1,725	0	0
	Savanúr	1,922	0	0
	Mudhol	6,494	0	0
	Rámdurg	1,406	0	0
	Lakshmeshvar	3,807	0	0
	Kurundvád	835	0	0
Sind	Khairpur	3,006	0	0
	Total ...	5,66,745	4	4

No returns are available for Baroda and Janjira.

84. The expenditure of the Native States included in General Waddington's report, shows a decrease of Rs. 4,352, but there is an increase of 13 schools and 1,019 children—

Central Division.

"*Akalkot.*—The arrangement referred to last year, under which it is proposed to place the schools in this State more immediately under the control of this Department, has not yet been carried out, pending the appointment of a Special Deputy Inspector with independent charge of the Sholápur District. There are now 20 schools against 16 last year, showing an increase of 4 schools. Of these one is a 2nd Grade Anglo-Vernacular school, one is a Hindustani school, one is a Kánarese school, and one a girls' school. The number of scholars in all these 20 schools has increased by 156. The Deputy Inspector reports favourably of his examination of the 2nd Grade Anglo-Vernacular school, but it is no doubt very far behind similar Government institutions. The number studying English has however risen from 21 to 29. The result of the Deputy's examination of the vernacular schools is better than last year, but he reports that most of them are not well managed and that many of the masters are incompetent. The standard, too, is very low, only one school teaching as far as the IV Standard. Of one school belonging to this State in the Sátára Collectorate, the Deputy Inspector reports very badly, especially as regards the registration of attendance. The Hindustáni school has increased in numbers but not in efficiency. The boys are taught to read the Koran and some elementary Persian and Arabic books, but nothing else. The Kánarese school shows no improvement, and in its present state is quite useless, as is also the girls' school, not one girl being able to pass even under the lowest standard. Until the present incompetent masters are replaced by better men, no improvement can be expected.

"*Modnimb and Kurali Tálukás of the Miraj State.*—In the former táluka there are 8 schools with 249 scholars, and in the latter 2 schools with 49 scholars. Of the 8 schools in the Modnimb Táluka, 3 occupy school-houses built by the State. The average number on rolls and attendance both show a small increase. The population of this district has considerably decreased since 1872. It was then 13,773, it is now 10,036 only. The schools are very largely attended by the children of cess-payers, the proportion of such to total on rolls being 83·5, and of the 249 on the rolls, 156 are more or less engaged in agricultural pursuits. No applications for new schools were received, indeed there are only 4 villages in the táluka without schools.

"*Mahidargi Táluka of the Kurundvad State.*—There are 2 primary schools in this táluka with 57 scholars. One has the advantage of a trained master, is well managed, and shows considerable improvement; the other is in a deplorable state of inefficiency.

"*Aundh.*—The number of schools has increased by 3 and that of scholars by 112. Of the 19 schools, one is for girls and has an attendance of 25. They are all reported to be in a fair state of efficiency.

"*Phaltan.*—One of the girls' schools at Phaltan itself has been closed during the year. The State now supports 17 schools with 701 scholars. Of these one is a 2nd Grade Anglo-Vernacular School and one is a girls' school. Of 15 schools, 8 were favourably reported on. The girls' school attended by 35 girls failed to pass any girls even under the lowest standard.

"*Jath.*—This State being under British management, the control of the schools is placed to some extent in the hands of this Department as regards their management. The number of schools is the same as last year, *viz.* 16, but there is an increase of 97 scholars. One of these is a flourishing 2nd Grade Anglo-Vernacular School with 169 pupils, of whom 18 are learning English. It has also a Hindustani class of 25 pupils attached to it and a girls' class attended by 28 girls. The Deputy Inspector examined this and 11 other schools and reports as follows:—

"'I was highly satisfied with the progress, efficiency and discipline of the schools at Jath and Umdi. The other schools, with two exceptions, were also found to be in a satisfactory state.'

"This year an additional grant of Rs. 1,000 has been made by the Assistant Political Agent, Mr. Shewan, for primary education from the State funds, and a further sum of Rs. 1,000 has been promised for next year.

"*Jawhár.*—This State has now 6 schools, being the same number as last year, with 287 scholars on rolls, showing a net increase of 28 scholars. In the 2nd Grade Anglo-Vernacular School the teaching of English being discontinued, it has been reduced to the grade of a primary vernacular school. The Deputy Inspector examined 4 of these schools and reports them to be in a fair state of efficiency. Two of them, at Jawhár and Malwade, are provided with commodious buildings. But the Deputy Inspector notes that the masters of all the 4 schools visited by him were absent at the time of his visit and that no substitutes had been provided. The Chief appears to take an intelligent interest in his schools, and is reported to contemplate building a gymnasium for the Jawhár school.

"*Savantvádi State.*—The number of schools has increased by 3 and of scholars by 354. They consist of—

1	First Grade Anglo-Vernacular School, with	139	scholars.
43	Primary Boys' Schools, with	2,268	"
1	Girls' School, with	70	"
1	Local Corps School, with	129	"
46		2,606	

All these schools are reported to be fairly provided as regards accommodation: 21 of them were examined by the Deputy Inspector. The rest were not examined by this Department in consequence of the illness, during three months of the working season, of the Assistant Deputy. They were, however, examined by the State Inspector. The results of the examination of the 1st Grade Anglo-Vernacular School will be found in the appended table. The number rose from 96 to 112. The building requires extension in order properly to accommodate the attendance, which averaged 89 daily, and a special room is required for the proper utilization of the new chemical apparatus provided this year. The Deputy reports favourably on all the vernacular boys' schools examined by him with one exception. Four of these teach up to the highest vernacular standard, and in efficiency the schools in this State are generally on a par with Government schools. The 2 Hindustáni schools had made no progress during the year, and the girls' school, though under a trained mistress from the Poona College, did not show good results.

"*Bhor.*—The number of schools supported by the State is 27 with 786 scholars. They are distributed as follows:—

	Schools.	Scholars
Poona Collectorate	13	332
Sátára do.	9	286
Kolába do.	5	168
	27	786

Of the 13 schools in the Poona Collectorate one is a girls' school. The boys' schools are reported to have made some better progress, but they are still very inferior to Government schools in neighbouring districts. This is owing to the inefficiency of the teachers employed. The girls' school is doing nothing, the master's chief occupation being to collect the little girls and bring them to school and then convey them safely home again. Of the 9 schools in Sátára, 1 is an Anglo-Vernacular School, 1 a Sanskrit School, 1 a girls' school and the remaining 6 are primary boys' schools. The state of the girls' school is wretched, and only one of the primary schools, that at Shirwal, is favourably reported on. The Thána Deputy gives no information regarding the 5 Bhor State schools in Kolába."

Northern Division.

85. The Training College, the English schools and the girls' schools in Native States have already been noticed. Of the Vernacular schools Mr. Giles gives a good account:—

"In Káthiáwár, the number of Fund schools has risen from 439 to 453 and the number of scholars from 27,554 to 30,483, the average attendance having risen from 20,884 to 22,986. The increase in schools is 14, in number on the rolls 2,929, and in average daily attendance 2,101. The increase is thus distributed among the four Pránts:—

	Schools.	Scholars.
Jhálavád	2	592
Sorath	4	671
Gohelvád...	5	893
Hálár	3	773
Total ...	14	2,929

"It will be thus seen that the increase is general, and common to the four Prants. The increase in the number of schools is very small in comparison to the increase in the number of scholars, thus showing that the popularity of existing institutions has much increased. Of the 30,483 on the rolls, 18,934 were examined under the standards, giving a percentage of 621. Of those examined 11,888 or 62·7 passed under the standards.

"The result as compared with the table for the zillas is as follows:—

Number on Rolls.	Percentage presented.	Percentage passed to presented.
30,483	62·1	62·7

"These percentages taken together are slightly superior to any obtained in Government districts, but in Káthiáwár fewer boys appear under the two higher standards. This year, however, there is a great improvement in that respect, 470 boys passing in Standard V. and 132 boys in Standard VI. against 342 and 112 passed in 1880-81. 48 boys passed the Entrance test (Vernacular Standard VI.) at the Rájkot Training College. In short, the Fund schools may be said to be steadily progressing in popularity and efficiency. The private schools in Káthiáwár are 89 in number, 8 more than in last year. The number of scholars has risen from 1,879 to 2,217, being an increase of 338, and the average daily attendance from 1,466 to 1,636, an increase of 169. They presented 1,284 boys under the standard of whom 49·6 passed.

"The figures as given for private schools are as under:—

Number on Rolls.	Percentage presented.	Percentage passed to presented.
2,217	57·9	49·6

"These figures, though not very bad, show that these schools are not equally efficient with the Fund schools.

"*Mahi Kántha and Pálanpur.*—There is an increase of 3 schools and 337 scholars. The total number of schools is 82 and of scholars 4,827, the average daily attendance being 3,582·9 or 424 more than in 1880-81. Of the 4,827 boys on the rolls, 3,192 were presented for examination under the standards and 1,755 passed under all heads:—

Number on Rolls.	Percentage presented.	Percentage passed to presented.
4,827	66·1	54·9

Few boys pass under the highest standard; only 18 passed in the year under report in Standard VI. and 65 in Standard V.; 13 boys also passed the Public Service Certificate examination. The Deputy Educational Inspector, however, complains that though the respective Political Agents are anxious to encourage higher vernacular education by the employment of passed men under the Darbárs, hitherto few have been so employed. They have consequently no inducement to remain at school and study the highest standards. Another cause of inefficiency is the weakness of the teaching staff. Improvement is slowly taking place in this respect, but so long as schools of 100 boys are left to a master on Rs. 10 and an assistant on Rs. 3, it is obviously unreasonable to hope for a high standard of efficiency. In some parts of the Mahi Kántha, also, masters are very irregularly paid. There are no arrangements for Pension in the Division, and there is no certainty that the wants of a school, when pointed out, will be supplied, nor will this, I think, ever be effected until the States agree to accept an annual budget. At the same time more attention is being gradually paid to the wants of schools, and buildings are being erected in Pálanpur, Rádhanpur and Mahi Kántha. I fear, however, that the improvement is due to the energy of the Political authorities, rather than to any increased interest in education on the part of the States.

"*Rewa Kántha.*—There is an increase of 7 schools and 687 scholars, and an increase in average attendance of 389·8. The number of schools is 68, of boys on the roll 4,430, and average attendance 2,866. Of the 4,430 boys on the roll, 2,368 were examined under the standards and 1,022 passed.

Number on Rolls.	Percentage presented.	Percentage passed to presented.
4,430	53·4	43·1

The numbers passed under standards VI. and V. were 7 and 18 respectively. Nine boys passed the Public Service 2nd Grade Certificate examination. The numerical improvement is most satisfactory. The results obtained are not what they should be, yet better than in previous years. The Deputy Educational Inspector reports that the State Kárbháris of Devagadha and Lunáváda have agreed to employ in State service boys who pass under the highest standards. This is encouragement of the right sort, and will induce boys to remain at school through the whole course. I was able during the year to visit Lunáváda, Sunth and Bária, and I was glad to find that the respective Darbárs take a real interest in education, and are willing to meet our suggestions as far as possible. At Udepur the new administration has been most liberal in opening schools and in sanctioning necessary increases proposed by the Department. All schools are gradually being well supplied with buildings, books and furniture.

"*Cutch.*—There are 68 schools, 2 more than in last year, with 4,545 scholars, 90 more than in last year. The average attendance has however slightly decreased. The Cutch report has not yet been received in this office. I am consequently unable to offer any remarks.

"*Cambay.*—There are 2 schools with 365 scholars, 74 more than in last year, and the average attendance has risen from 171 to 217 an increase of 46. These two schools are in Cambay itself, being a main and branch school; both are very flourishing.

"*Surat Agency* : *Sachin.*—The number of schools has increased from 6 to 10, and the number of scholars from 360 to 685. Of the 685 on the rolls, 340 were presented under the standards and 251 passed.

Number of Rolls.	Percentage presented.	Percentage passed to presented.
685	49·7	73·8

The percentage presented is low, as so many new schools were opened during the year. The percentage passed is high, but no boys passed under Standard VI. and only 4 under Standard V. Still the general progress made during the year has been remarkable.

"*Bánsda State.*—There are 11 schools, 2 more than in 1880-81. The number of scholars has risen from 380 to 426, an increase of 46. The average daily attendance was 257·8; 212 boys were presented and 99 passed in all heads.

Number on Rolls.	Percentage presented.	Percentage passed to presented.
426	49·7	46·6

"The Dharampor school has slightly improved in numbers and is fairly efficient."

On the night schools in Native States Mr. Giles remarks as under :—

"In Káthiáwár there are 4 night schools on the Fund and 14 private schools, 18 in all, being an increase of 6 private schools since last year. The Fund schools contain 62 scholars with an average attendance of 37, and the private schools contain 216 scholars with an average attendance of 155. The total increase for the year is 76 in number on the rolls and 73 in average attendance, the figures being respectively 278 and 192 for 1881-82 against 202 and and 119 for 1880-81. The Deputy Educational Inspector has made no special remarks on the efficiency of the schools, but the examination results show that few scholars pass under the standards. The one night school in the Rewa Kántha has been closed during the year.

"In Cutch there are 7 schools with 123 scholars and an average attendance of 71·5. These figures are slightly larger than those for last year."

Southern Division.

86. The schools in the Native States of the Southern Division have been noticed in previous paragraphs. But I may add that Kolhápur has expended Rs. 36,154 and Sangli Rs. 8,397 on school buildings.

Sind.

87. The Khairpur schools have not been placed under Government officers for inspection, but the State shows an expenditure of Rs. 3,006. For the attendance of boys we have no trustworthy returns.

The Education of Chiefs and Minors.

Central Division.

88. Under this head General Waddington reports as under :—

"No young Chiefs attend any of the Government schools in the Poona Collectorate, and of the 82 minors under the care of the Courts only 6 attend Government schools. They are all reported to be very irregular in attendance and to make but little progress. Of the three youngest sons of the Chief of Aundh, one attends the High School at Sátára, and is reported to be a promising and studious boy, the two others attend the State Vernacular school at Aundh. Baba Maharaj, son of a 1st Class Sirdar, a ward of the British Government and heir to large estates in Poona and Kolhápur, also attends the Sátára High School, where he is doing better than reported last year. The sons of the Mantri of Islámpur have ceased to attend the Government school and now study at home with a private tutor. The usual table giving information required by Government Resolution in the Judicial Department, No. 875, dated 6th February 1877, follows :—

Collectorate.	Number ordered to attend Schools.	Number actually attending Schools.	Number learning English.
Poona	377	42	1
Sholápur	104	43	...
Sátára	.....	...	...
Ratnágiri	323	19	2
Thána ... ... / Kolába	546	108	2
Total ...	1,350	212	5

The difference between the numbers ordered to attend schools and the numbers actually attending is very great."

North-East Division.

89. For the North-East Division Mr. Jacob reports as follows :—

"Two nephews of the Chief of Vinchur attend the Vinchur school, and are making satisfactory progress. The three sons of the Dáng Rája are still at Dhulia No. I. Vernacular School, but they take too many holidays and do not get on very satisfactorily with their studies. The sons of the Jághirdárs of Akolner and Miri attend the Ahmednagar High School. The former boy is in the highest class of the school and is reported to be intelligent. The latter is in the last class. I subjoin a list of minors who are wards of the District Courts. All those of them who are at school have been specially looked after by my Deputies and the reports of the children's progress and conduct have been regularly forwarded to the Judges of the districts for information. Several of the minors in Khándesh are reported to be very ill-behaved, and the orders of the Court regarding the education of wards are frequently evaded by the guardians.

Wards of the District Courts of the North-East Division.

Sub-division.	Total number of Wards.	Number below 7 years of age.	Number between 7 and 16 years of age.	Number above 16 years of age.	Number under instruction	Number learning English.
Khándesh...	285	21	133	9	* 121	1
Ahmednagar	395	12	148	151	† 79	5
Násik	279	91	134	8	‡ 46	...
Total ...	959	124	415	168	¶ 246	6

* Of these 40 attend Government schools.
† Of these 40 attend Government schools.
‡ All attending Government schools.
¶ This is the number of minors actually found at school. Last year's return gave the number believed by the District Court to be at school.'

Northern Division.

90. Mr. Giles reports as follows :—

"The Sádra Tálukdári school was examined by the Deputy Educational Inspector, Mahi Kántha and Pálanpur, twice during the year. Fifteen boys were presented for examination on the second occasion, of whom Mulsingji of Mánsa, Dadasáheb of Ghodásar and Takhatsingji of Katosan, are noticed by the Deputy as having done especially well. At the request of the Assistant Political Agent, Pránt Jhálávád, I examined the new Girásia school at Wadhwán. The examination, however, took place in April, and the results will properly appear in the report for the current year. There were 30 boys in the school at the time of my examination.

"*Surat.*—The eldest Kuvar of Dharampor is at the Rájkumár College; the 2nd son has weak health and makes little progress in his studies, but the youngest son is reported to be intelligent and making good progress. The two daughters attend the girls' school but were not examined. The Bánsda Kuvar and the Sachin Chief attend the Rájkumár College.

"*Broach.*—The young Kuvar of A'mod and the young Thákor Sáheb of Dehej are educated in the local schools. The first is not making progress, the latter is doing well. Out of 192 minors, 106 attend Government schools.

"*Kaira.*—Three minor Chiefs attend the Government schools. One, the grandson of the Thákor of Umeta, is in standard IV. of the Umeta school. The two others are the younger sons of the Thákor and study in the same school but in lower classes.

"*Rewa Kántha.*—The Political Agent is considering a proposal to open a school in the Sankheda Mehwas for the sons of the petty Thákors of the Agency, and there appears to be every likelihood of the school being opened during the year. The eldest son of the Nándod Rája is studying English under a special tutor, and is progressing well; 3 younger sons attend the local school. The young daughter of the Udepur Rája attends the girls' school and 4 of his brothers are under a private tutor. The young Thákor of Ohra attends his village school and is in Standard III. The same school is attended by two sons of the Thákor of Vanmala. Two daughters of the Thákor of Bhilodia attend the local school, one being in Standard II. The minor Thákor of Palasari has been for some time in Standard IV. of his school and makes no progress. Two sons of the Thákor of Jhanor attend their father's private school in the village; one passed, and one failed in Standard III. The Deputy Educational Inspector reports that the minor Thákor of Ulva is still very wild, and advises his being sent to the Girásia school at Wadhwán. The son of the Thákor of Sanjeli has been this year sent to Ahmedabad, where he studies in Branch School No. I.

"*Mahi Kántha and Pálanpur.*—The minor Chiefs, Shivsingji of Mundati and Khumarsingji of Vásna, were examined by the Deputy Educational Inspector. The former is taught by a private tutor, the latter is in the Vásna school. They passed under standards IV. and II. respectively, and are described as sharp and intelligent. At Mohanpur the Thákor's brother Prathisingji passed under Standard III. The Deputy advises his being sent to the Tálukdári School at Sádra, as it is rumoured that he keeps bad company.

"*Káthiáwár.*—Ráo Bahádur Gopalji Surbhai Desai reports the examination of sons of Chiefs by himself and the Sub-Deputy Educational Inspectors as under:—1. Khachar Jivabhai, second son of the Chief of Jasdan, was examined in English (Life of Nelson) and Páthamála, Part II. He acquitted himself fairly. 2. The young Thákor of Lathi, aged about 8 years, passed in Standard II. 3. Ajitsingji Jaswantsingji, heir apparent of His Highness the Rája Sáheb of Dhrángadra, did not do well in vernacular Standard IV. in which he was examined, in vernacular reading and explanation. 4. Bhagwatsingji Jaswatsingji, brother of the heir apparent of His Highness the Rája Sáheb of Dhrángadra, examined under Vernacular Standard II., did well in almost all subjects except arithmetic. 5. Bhabhutsingji Pratapsingji, son of the youngest brother of His Highness the Rája Sáheb of Dhrángadra, was examined under Vernacular Standard III., and did well in most of the subjects. 6. Pratapsingji Harisingji, son of the younger brother of His Highness the Rája Sáheb of Dhrángadra, did not read well even the Vernacular 1st Book. 7. Jorawarkhánji, younger son of the Chief of Bajána, read the Royal Primer No. II. very fluently with proper accent. His power of translating from English into vernacular and *vice versâ* is good. He was found deficient in other subjects. 8. Bhavad Khoda Rukhad, the eldest son of the Tálukdár of Sudámda, did not do well under Vernacular Standard IV. 9. Rambhai Najabhai of Dedan, and Odhabhai Aldwala of Bilkha, were examined under Vernacular Standard II. The former failed in all the subjects and the latter did the same, except in dictation and geography. 10. *The sons of the Chief of Jasdan.*—(1) Khachar Ramsing Jiva, aged 11 years, failed in the 3rd standard; (2) Khachar Ravat Jiva; some questions in Anks were put to him, as he was in the below standard class; (3) Khachar Mansur Ala, an intelligent boy of 10 years, passed creditably in the 2nd standard; (4) Khachar Ram Alá failed in the 1st standard. 11. The younger grandson of the Thákor Sáheb of Dhrol reads the English series of the Rájkumár College in addition to Vernacular standard IV."

Southern Division.

91. A report on the education of the sons of Chiefs and Sirdárs is given later on under the heading "Rájkumar College." Of British districts Mr. Russell reports as follows:—

"The usual measures are taken in the four zillas by District Judges and Deputy Inspectors through me. The Judges have lists of minors, and give orders on about half of them as to their schooling; of this half it appears from the Deputies' reports, about half (or about 20 to 25 per cent of the whole number of minors in any district) actually go to school. The Judges informed, as far as possible, through me, when their orders are not carried out."

Sind.

92. For Sind Mr. Hart-Davies reports as follows:—

"Of the three young Mirs reported to be attending the Hyderabad High School in the previous year, Mir Allahbax Khan of Muhamad Khan's Tanda was induced to join the Rájkumar College at Rajkot, but as the climate did not agree with his constitution he returned to his native place, and Mr. Tarachand's services have been lent for his private tuition at the Collector's request. The two others (sons of Mir Fateh Khan) left the High School in August 1881. Two sons of Mirs attend the Shikárpur High School also but their progress is reported to be indifferent. It is difficult to get these Mir's sons to do anything as long as they are surrounded by home influences, and Mir Allahbax's return from Rajkot has slightly discouraged others from following his example in going."

Rájkumar College.

93. Mr. Macnaghten reports that the number of pupils in the college has fallen from 37 to 34—

"Four Koovers have joined within the past year, while seven have been withdrawn. Their names as are under:—

Joined.
1. Meer Allaha Baksh Khan of Hyderabad, Sind, joined 18th July 1881.
2. Jetmal of Dedan, Káthiáwár, joined 3rd September 1881.
3. Mulwaji of Kotra Sangani, Káthiáwár, joined 12th December 1881.
4. Ajitsinghji of Dhrangdra, Káthiáwár, joined 15th March 1882.

Withdrawn.
1. Hurbhumji of Morvi.
2. Javansinghji of Bhávnagar.
3. Maharája Kesrisinghji of Idar.
4. Amra Wala of Bilkha.
5. Ghujeffur Khan of Manawadar.
6. Nawab Ahmed Khan of Janjira.
7. Meer Allahabaksh Khan of Hyderabad, Sind.

"In pursuance of the arrangements mentioned in para. 11 of my last report, Koovers Hurbhumji of Morvi and Javansinghji of Bhávnagar left India at the end of last April for Cambridge, where they are now pursuing their studies under Mr. Borissow of Trinity College. There is reason to hope that this experiment will be attended with the happiest results. The fact that Hurbhumji has been able to pass the 'Previous' in his first term is creditable alike to his energy and ability. He will now give almost exclusive attention to his favourite study of mathematics. Javansinghji likewise is doing well, but probably he will not remain in England long enough to take a degree. * * * * * * * *

"Maharája Kesrisinghji of Idar left us just a year ago, after residing two years in the college. Though somewhat wanting in physical activity, he had won the esteem of all his companions by the dignity and goodness of his character. I wish that he might have joined us earlier; I believe he wishes the same himself. Of his kind remembrance of the college the 'Idar prize' (for the best student in English) will be a standing memorial, and so will the picture of myself, which he most kindly wishes to present to our hall. He can speak and write English very fairly. His conduct in the college was always exemplary.

"The Nawab of Janjira had also resided only two years in the college. He joined in July 1879 and left at the beginning of last September. As he came at the age of 17 with little or no education, his case was not at the outset a hopeful one; but he was diligent and persevering and made as much progress as he could. I think the two years which he spent in college were years of considerable profit. His nature is singularly amiable and good, and his conduct always gave me entire satisfaction.

"Amra Wala of Bilkha and Ghujefferkhan of Manawadar had both spent eight years in the college, both having joined in 1873. Both, when they left, were in the second class. I cannot say that their progress in school was altogether satisfactory, Amra Wala's work having repeatedly been interrupted by delicate health, and Ghujefferkhan's tastes leading him more towards riding and field sports than towards study. But both are intelligent and well-disposed, and likely, I think, to do well hereafter. I hope they will not bury themselves in the seclusion of their homes. Each is fully equal, I am quite sure, to take an honorable part in the improvement of his State.

"In the young Mir of Hyderabad we have been disappointed. Having joined the college on the 18th of July he left on the 15th of September, and has not since returned. Indeed, I have just been informed by his Collector that he cannot be persuaded to re-join us at all. This is the more to be regretted as he seemed to be quite reconciled to this college and promised to return punctually at the commencement of the current term. No doubt the distance and difficult journey between Sind and Káthiáwár are rather serious obstacles. During our short experience of him the young Mir was quiet and orderly, but rather feeble in health and feeble also in mind. Though 18 years old, he was hardly up to the level of our 2nd class.

"The decrease in our numbers, though it must be regretted, is apparently inevitable. There appear for the present to be no sources whence to draw reinforcements. A college such as this, where the question of quantity is subordinate to that of a limited quality, is necessarily subject to fluctuations: and for the present, the supply of young Chiefs in the northern half of the Bombay Presidency would seem to be at the ebb. We trust that the flow will soon set in, and in our direction. Meanwhile, perhaps we should try to be thankful that, so far as Káthiáwár is concerned, the fact that we have already had the opportunity of educating several young Chiefs of eminence is the very reason why for the present we can look for no more supplies from those same sources. At the time when this college was first opened, the supply of young Chiefs under Government tutelage was unusually large. Having educated the first generation of minors, we must necessarily wait some time for their sons.

"In other respects I think the past year has been one of satisfactory progress. The general attendance has been regular, and our work has gone on very steadily. Mr. Aston, who kindly examined the college at the end of the monsoon term, has submitted a report on our classes which you have already laid before Government. Such a report coming from one who had special opportunities of judging of the college, must have more weight than any words of mine. I will only here notice that after remarking that 'as a general result of the examination, the scholars in each class had made good progress, and that they individually showed, with but few exceptions, that the interest of each was engaged in his studies'; Mr. Aston noticed with special approval the work of the Thákore of Gondal in the first class, of Nasrullah Khan of Sachin and Ramsinghji of Sihor in the second class, and of Ranjitsinghji of Navánagar, now promoted to the third class. These notices entirely accord with the results of my own experience. As our class-work and text-books have already been given in detail by Mr. Aston, I imagine that it is quite unnecessary that I should add further comments.

"I append the usual list of students, as now existing in class order:—

	1st Class.	Age.
1.	The Thákor of Gondal	16
2.	Kalubha of Wadhwán	19
3.	Ládhubha of Rájkot	21
4.	The Thákor of Wala	17
5.	The Thákor of Ilol	18
6.	Bhupatsinghji of Bhimrad	20.

	2nd Class.	Age.
7.	Nasrullah Khan of Sachin	13
8.	Ramsinghji of Sihor	13
9.	Dowlatsinghji of Dhrol	16
10.	The Rája of Bánsda	17
11.	Edal Khan of Junágad	16
12.	Raisinghji of Bhimrod	16
13.	Nathubhai of Kali Talao	16
14.	Jaysinghji of Sihor	16
15.	The Nawab of Sachin	15
	3rd Class.	
16.	Mohandevji of Dharampor	19
17.	Harisinghji of Lákadya	17
18.	Chandrasinghji of Navánagar	16
19.	Ranjitsinghji of Navánagar	9
20.	Shivasinghji of Gadhka	15
21.	Raisinghji of Mállia	13
	4th Class.	
22.	Akherajji of Wala	12
23.	Khoda Wala of Bilkha	20
24.	Gagubha of Shapur	15
25.	Jiwabhai of Ribra	13
26.	Naja Wala of Bilkha	19
	5th Class.	
27.	Madhavsinghji of Wadhwán	12
28.	Jaswatsinghji of Láthi	14
29.	Madarsinghji of Sáyla	13
30.	Kala Wala of Lunee	10
31.	Giga Wala of Bagasra	9
32.	Jetmal of Dedan	13
33.	Mulwaji of Kotra Sangani	9
34.	Ajitsinghji of Dhrangdra	10

"The progress of the Thákor of Gondal has, in my opinion, been very satisfactory. Naturally studious, he has advanced with far more rapidity than the rest of his class, and keeps his place very easily at the head of the college. I hope that he will be persuaded to enter for the next Bombay matriculation. Kalubha is also a promising youth, not so studious as Bhagwatsinghji, but of fair ability and active habits. Being now 19, he is to leave college at the end of this term to take part, under his elder brother, in the administration of the Wadhwán State. Next comes Bhupatsinghji of Bhimrad, one of the Bhávnagar Bháyats, who, through prolonged absence in the monsoon, stands below his proper place in the class. He is a steady, painstaking youth, and has a fair knowledge of English. He too is to leave at the end of this term, having arrived at the full age of manhood. The acquirements of the Thákor of Wala, of the Thakor of Ilol, and of Ladhubha of Rájkot, are very nearly equal, but the Thákor of Wala is the most industrious. Ladhubha being 21 years old, is about to leave us, by the wish of his brother, who will, I hope, provide him with some useful State employment.

"In the second class, Nasrullah Khan of Sachin and Ramsinghji of Sihor are young and very promising boys. The Rája of Bánsda worked very well for the first half of the year, but he has, I regret to say, been absent during the whole of the current term, that is to say, he has not attended the college since last September. The cause of his absence was at first sickness; then, as I understand, pilgrimage; and now, finally, marriage. Of the other boys in the second class, Edal Khan has much improved, especially in English speaking. Kadir Khan of Sachin has been patient and painstaking, and Nathubhai and Jaysinghji have exerted themselves more than formerly. Dowlatsinghji and Raisinghji of Bhimrad, though not wanting in capacity, have both been rather indolent.

"In the third class by far the most promising boy is also by far the youngest, Ranjitsinghji of Navánagar. Next to him comes Mohandevji of Dharampore, who, though very slow, is industrious and careful. Of the other four I cannot speak so favorably.

"Akherajji of Wala and Gagubha of Shapur are both bright and intelligent. The mental capacity of the rest of the fourth class is not of a very superior order, but Naja Wala excels in riding and all athletic exercises.

"All the little boys of the fifth class seem bright, intelligent and well-behaved; and not the least promising are the two who have just joined from Kotra Sangani and Dhrángdra.

"The general health throughout the year has been remarkably good. The outdoor games and riding exercises have been carried on as usual. I regret that I have failed in my endeavour to bring about a match with the Mayo College, but some stimulus has been given to

cricket through games with the local Gymkhána and High School. The cavalry drill has been regularly conducted under a Daffedár of the 3rd Cavalry. And at the commencement of the current term Colonel Hogg, of the 12th Native Infantry, kindly had a class of the boys put through a regular course of musketry with the Snider rifles supplied to the college by permission of His Excellency the Governor.

"The boys, as a whole, are most amenable to discipline. I have had no serious fault to find with any one of them."

Mr. Macnaghten concludes his report with a warm acknowledgment of the kindness and sympathy shown to him by Colonel Barton, to whose counsels and support the college owes so much. Mention is also made of the willing co-operation of the teaching staff, especially of the Vice-Principal, who has been Mr. Macnaghten's colleague from the time the college was opened, and of Messrs. Dave and Maneklal, two of the Assistant Masters.

Rájáram College, Kolhápur.

94. Mr. Candy gives a detailed account of the Sirdárs' class which is attached to the Rajáram College at Kolhápur—

"This year we have ten names on the rolls against thirteen last year. The three cousins of the Nawab of Savanur were removed to Dhárwár as the Savanur Darbár was not willing to incur the expense of bringing up these three boys as Sirdárs. The Nawab himself has been absent during the whole year. It is much to be regretted that he was kept away from the college for a whole year merely on account of his marriage, for which a month's absence would have sufficed. He was very backward as it was, and I fear he will have gone back still further. The Rája of Mudhol, though his name remains on the roll till the end of this term, has lately left off attending the college, and is studying law and legal procedure with a view to taking up the management of his State. He is the first Chief who has been fledged and allowed to fly from our college, and we shall watch his career with interest. He carries with him our best wishes and hopes for the future. The first class consisted of five, Kedárráo Mhaisalkar, Balasáheb of Miraj, Rajapadhye, Appa Sáheb Desai of Vantmuri, and Bábásaheb of Akalkot.

"These were taught separately last term, and the Educational Inspector at his annual examination expressed himself pleased with their general progress.

"Mirajkar and Mudholkar were unavoidably absent at the time of the examination, of which Mr. Russell remarked that in the Sirdárs' first class all had improved but Vantmurikar, who had gone back. The first two (Rajapadhye and Mhaisalkar) did very well, gaining 75 and 72 per cent. of marks in English. As the class was so small and there was rather an absence of emulation, and also because two of them expressed a desire to study the regular standards with a view to appearing eventually for the matriculation, I taught them this term with the standard V., *i.e.* the third class of the High School. In this way the third class has obtained the benefit of instruction by the College Professors, and the Sirdárs have been stirred up to try and keep a good place in the class. The second class was the same as last year, *viz.*, Aba Saheb of Vishálgad, Baba Sáheb of Inchalkaranji, and Appa Sáheb Sir Laskar, who have all made fair progress.

"The Inspector's remarks are—'Vishálgad and Sir Laskar were good in translation, Inchalkaranji not. Vishalgad did well generally, gaining 64 in English; Inchalkaranji had improved'. The attendance was interrupted at times by the exigencies of marriage ceremonies. The Desai of Vantmuri was late in returning after vacation; the attendance of the others was as satisfactory as could be expected.

"Of the Sardárs individually, I would remark as follows:—

"*Bala Sáheb Mudholkar*—Regularly attended the English lectures of the college class. His conduct and progress were as good as could be wished. At the beginning of the last term he went on a tour with the Chief of Kágal in Southern India and Ceylon.

"*Bala Sáheb Mirajkar*—Though at times wanting in application, has made fair progress. He has made a fair beginning under Professor Paranjpe with the study of Sanskrit. I am glad to say that he has greatly improved physically.

"*The Rajapadhye* is a very promising boy with good abilities and habits of industry as well. He has gained a high place in the school third class, and his progress in Sanskrit is very creditable.

"*Kedarao Mhaisalkar*—Has made fair progress at his books as well as in athletics of all kinds.

"*Baba Sáheb Akalkotekar*—Has continued to improve in some respects, but he is backward with some of his studies, and consequently takes a poor place in the class.

"*Appa Sáheb Vantmurikar*—Owing to his irregular attendance did not make good progress. He has good abilities, but for the above reason did not show the improvement we might have expected.

"The three Sardárs in the junior class, as mentioned above, are all very steady and promising."

General Table of Castes, &c.

95. The number of children in schools connected with Government is divided between the different races or castes as under :—

	1880-81.	Per cent.	1881-82.	Per cent.
Christians	6,725	2·12	7,423	2·07
Hindus { Bráhmins	70,082	22·11	75,932	21·16
Hindus { Others	193,228	60·96	221,757	61·79
Mahomedans	35,865	11·32	41,688	11·62
Pársis	8,240	2·59	8,602	2·40
Jews	105	0·03	750	0·20
Aboriginal and hill tribes	2,159	0·68	2,734	0·76
Others	570	0·18	5	...
Total ...	316,974	...	358,891	...

The usual table giving details for each class of school is as follows :—

Table of different Castes under instruction in Government, Aided and Inspected Institutions.

Description of Schools.	I.—Christians.					II.—Hindus.														III.—Mahomedans.								IV.	V.	VI.	VII.	
	Europeans.	Indo-Europeans and Eurasians.	Portuguese.	Native converts.	Total.	Brahmins.	Kshatris (Rajputs).	Kayasths or Parbhus.	Lingâyats.	Jains.	Trading castes (Banias, Bhatias, &c.)	Cultivators (Kunbis, &c.)	Artisans (Sonars, Suthars, Lohârs, Darjis, &c.)	Shop-keepers (Ghanchis, Kachhis, Tambolis, &c.)	Labourers, Menial servants, Dhobis, Bhisti, Bhoi, &c.	Low caste (Mochis, Dheds, Bhangis, Mangs, Mahârs, &c.)	Amlis.	Miscellaneous (Bhats, Yogis, Jaras, Dharwâris, Rublis, &c.)	Total.	Moghals.	Syads.	Boras.	Mianas.	Khojas and Memons.	Shaikhs and Pathans.	Others.	Total.	Parsis.	Jews.	Aboriginal and Hill Tribes.	Others.	Total.
Government Schools.																																
Colleges	38	23	37	10	108	334	24	48	2	1	89	22	14	..	..	..	..	..	534	1	..	3	..	13	..	..	17	219	8	..	..	831
High Schools	..	11	10	19	40	1,524	140	137	29	90	368	103	108	23	3	..	241	31	2,797	19	4	12	13	17	16	6	87	652	25	..	..	3,601
First Grade Schools	..	3	14	16	35	1,921	136	230	52	141	862	239	241	61	36	4	180	97	4,200	18	10	28	61	38	51	78	284	718	25	..	4	5,264
Second Grade Schools	..	..	15	4	19	1,099	20	36	256	47	186	147	105	37	33	6	121	50	2,143	24	18	4	15	9	18	41	129	9	5	..	..	2,305
Lower Class Schools	..	4	291	645	940	46,106	5,060	1,983	23,563	6,984	20,650	48,776	18,417	5,091	7,471	2,801	995	9,003	196,960	5,406	264	2,781	8,173	3,427	2,469	3,422	26,942	1,646	218	2,113	..	228,819
Female Schools	..	..	8	29	37	2,620	350	184	929	432	1,400	1,133	1,305	322	215	29	261	627	9,807	189	10	89	209	140	100	380	1,117	250	78	7	..	11,296
Normal Schools for Masters	..	..	..	..	..	248	3	1	17	8	17	9	9	7	2	..	..	..	321	9	..	..	6	..	15	9	39	..	..	..	..	360
Normal Schools for Mistresses	..	..	1	3	4	28	4	..	1	..	..	25	4	..	..	..	..	..	62	1	..	..	..	..	..	..	1	5	1	..	..	73
Engineering School, Hyderabad	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	8	..	9	..	..	..	..	..	..	..	..	1	..	..	..	10
Industrial Schools	..	..	..	1	1	..	2	..	11	..	10	27	37	5	8	..	..	24	124	16	..	..	8	..	..	..	24	..	..	—	..	149
School of Art	8	1	25	..	34	22	10	10	..	..	5	12	39	..	2	2	..	..	102	..	..	..	2	..	..	..	2	34	5	..	..	177
Night Schools	..	..	1	..	1	52	37	4	27	15	168	502	377	72	171	36	2	113	1,576	102	13	85	217	99	158	186	860	2	4	10	..	2,453
Medical Schools	..	..	1	5	6	45	17	1	..	3	3	20	7	2	..	..	4	..	102	1	..	..	..	2	15	..	18	3	14	..	..	143
Agricultural Class (College of Science) Poona	..	..	..	..	..	8	..	..	..	..	..	..	..	..	..	..	..	..	8	..	..	..	..	..	..	..	..	8	..	..	..	11
Do. Vernacular	..	..	..	..	..	..	..	..	..	..	..	6	..	..	..	1	..	..	7	..	..	..	..	..	..	..	..	..	..	..	..	7
Forest Class (College of Science)	..	..	..	..	..	11	..	..	..	..	..	..	..	..	..	..	..	..	11	—	..	..	..	..	..	..	..	..	..	..	..	11
Total	46	42	403	732	1,223	54,018	5,803	2,634	24,887	7,721	23,759	51,021	20,663	5,620	7,941	2,879	1,812	10,005	218,763	5,786	319	4,002	8,704	3,745	2,842	4,122	29,520	3,542	378	2,130	4	255,560
Aided Schools.																																
Colleges	3	2	3	5	13	49	2	7	..	..	9	2	6	..	..	..	..	..	75	..	..	..	..	1	..	..	1	43	2	..	..	139
High Schools, Boys'	136	121	71	26	354	397	49	65	16	27	110	30	54	11	2	..	62	2	825	1	..	2	6	4	..	..	13	329	28	..	..	1,549
Do. Girls'	37	29	4	..	70	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	2	..	..	78
First Grade Schools, Boys'	769	823	1,448	105	3,145	465	77	112	44	89	146	165	116	34	9	7	58	19	1,290	25	1	81	98	49	1	..	255	715	87	6	..	5,493
Do. Girls'	321	574	404	32	1,331	10	..	8	..	..	1	..	..	..	..	..	..	..	14	..	..	2	..	..	..	..	2	148	8	..	..	1,503
Second Grade Schools	..	..	..	..	..	..	2	..	..	..	10	24	..	7	..	..	50	..	93	..	..	..	..	..	1	3	4	30	..	..	..	127
Lower Class Schools	..	1	93	394	488	278	30	13	150	112	436	336	416	141	219	214	539	77	2,961	49	10	169	184	181	70	47	710	1,533	149	..	..	5,841
Do. Girls'	..	1	39	607	647	466	99	221	19	196	295	159	282	74	40	49	104	38	2,042	1	..	6	13	6	9	..	35	1,521	93	..	..	4,338
Indigenous Schools	..	..	..	5	5	779	71	98	204	56	312	653	375	113	138	7	1	91	2,958	54	26	11	48	17	1	420	577	8	..	..	..	3,548
Night Schools	..	..	12	..	12	4	..	2	..	..	1	50	18	27	52	..	..	1	155	..	..	..	5	1	..	..	6	2	..	..	..	175
Industrial Schools	..	..	2	5	7	5	4	..	20	2	15	60	29	5	9	42	..	1	192	1	..	6	51	17	..	..	75	49	1	..	..	324
Total	1,266	1,551	2,076	1,179	6,072	2,453	334	521	513	432	1,335	1,479	1,296	412	469	319	814	228	10,605	131	37	277	405	276	82	470	1,678	4,389	370	6	..	23,120
Inspected Schools.																																
Colleges	..	..	..	..	..	23	..	..	..	1	..	1	..	..	..	..	..	..	25	..	..	..	..	..	..	..	..	..	..	..	..	25
High Schools	..	1	..	1	2	571	36	12	2	56	67	24	16	8	2	..	..	11	805	9	..	..	..	9	1	..	19	77	1	..	..	904
First Grade Schools	..	..	..	2	2	1,207	35	49	6	335	320	87	64	25	18	16	..	26	2,188	40	—	11	9	40	—	..	100	58	..	..	..	2,348
Second Grade Schools	..	..	1	..	1	317	20	16	21	22	31	32	5	7	1	2	16	2	492	5	..	..	1	12	..	..	18	49	..	..	..	560
Lower Class Schools	..	2	2	55	59	15,754	2,346	273	3,386	9,041	7,815	7,438	5,652	2,977	1,167	423	..	2,502	58,774	2,635	98	1,049	591	5,071	28	..	9,472	317	1	536	..	69,159
Female Schools	..	1	..	1	2	1,431	213	27	150	530	535	253	392	83	67	23	..	194	3,898	66	2	48	20	74	4	..	214	161	..	8	..	4,283
Night Schools	..	..	..	..	..	46	46	2	146	52	95	371	137	14	72	6	..	49	1,096	65	..	18	..	102	..	..	245	9	..	1	—	1,391
Normal Schools for Masters	..	..	..	46	46	57	..	..	..	5	8	1	3	..	..	..	..	2	71	..	..	..	—	3	..	..	3	..	..	..	..	120
School of Industry	..	..	..	..	..	3	10	..	..	..	1	1	21	..	..	..	..	..	36	..	..	..	..	..	..	..	..	..	..	..	..	36
Total	..	4	3	105	112	19,409	2,706	379	3,711	10,042	8,867	8,208	6,290	3,114	1,327	470	16	2,786	67,325	2,820	100	1,126	621	5,371	33	..	10,071	671	2	545	.	78,726
Police and Jail Schools, British Districts	..	..	3	13	16	52	50	3	28	..	14	354	29	20	112	25	..	226	913	271	1	11	92	3	13	18	409	..	..	52	1	1,391
Do. Native States	..	..	..	..	..	..	..	..	1	..	..	80	2	..	..	..	..	..	83	..	..	..	..	16	..	..	16	..	—	3	..	94
Total	—	..	3	13	16	52	50	3	29	..	14	434	31	20	112	25	..	226	996	271	1	11	92	19	13	18	425	..	..	55	1	1,485
Grand Total	1,312	1,507	2,485	2,029	7,423	75,982	8,893	3,537	29,140	18,195	33,975	61,142	28,290	9,166	9,840	3,693	2,642	13,245	297,[illegible]	9,008	457	5,416	9,[illegible]	9,405	2,870	4,630	41,[illegible]	8,6[illegible]	750	2,7[illegible]	5	358,891

Inspectors' Returns of Examinations, &c.

96. The general results of the school examinations held during the year will be found in Appendix P. Besides the figures there given for candidates passed under the fifth English and sixth Vernacular Standards, candidates were passed at the Zilla examinations (for certificates qualifying for Government employment) as under:—

Division.	Collectorate.	First class certificate, V. English Standard.		Second class certificate, VI. Vernacular Standard.	
		Number examined.	Number passed.	Number examined.	Number passed.
Central Division...	Poona ...	31	9	180	70
	Sholápur	9	4	23	7
	Sátára ...	28	6	210	76
	Ratnágiri	20	11	313	101
	Thána ...	28	7	276	58
	Kolába...	7	2	185	54
	Bombay	98	30	106	30
	Total ...	221	69	1,293	396
North-East Division	Khándesh	26	11	175	54
	Ahmednagar	16	3	84	12
	Násik ...	13	3	159	35
	Total ...	55	17	418	101
Northern Division	Surat	52	29	204	69
	Broach...	16	9	143	39
	Kaira ...	13	5	143	55
	Panch Mahále...	1	1	62	25
	Ahmedabad	47	15	251	106
	Káthiáwár	..	...	6	6
	Total ...	129	59	809	300
Southern Division	Belgaum	43	17	208	64
	Dhárwár	37	16	251	73
	Kaládgi	16	11	90	35
	Kánara...	32	12	100	28
	Kolhápur	17	10	226	73
	Total ...	145	66	875	273
Sind	Karáchi	34	18	37	21
	Hyderabad	57	37	169	92
	Shikárpur	30	8	170	70
	Total ...	121	63	376	183
	Grand Total ...	671	274	3,771	1,253
	Corresponding figures for 1880-81...	744	299	3,640	1,095

97. General Waddington gives a satisfactory account of the work done during the year, and desires to record that "he has received constant and most valuable assistance from the Collectors and their Assistants, and that he is well satisfied with the way in which the whole of his subordinates, almost without exception, have worked during the year." The changes in the staff were as under :—

"Ráo Sáheb B. R. Sahasrabudhe continued in charge of Poona for the first three months of the year and was then relieved by Ráo Sáheb V. B. Sohoni, the permanent incumbent. The Assistant Inspector, Ratnágiri, Mr. Hari Vithal Phatak, was absent on sick leave for 12 weeks from 29th November 1881 to 16th February 1882, during which period no one acted for him. The appointment of a special Deputy Inspector for Mahomedan schools for the Central and Southern Divisions was made early in the year and Mr. Mirza Abbas Ali Baig took up the appointment on the 8th February."

Of the work of his Deputies, the General reports favorably :—

"*Poona Sub-Division.*—Except 9 new schools opened in March, all schools in the Poona district, and in Sholápur all but one were examined, and I was entirely satisfied with the work done by Mr. Sohoni and both his Assistants, Mr. Sathe and Mr. Deodhar. It will be noticed that the amount of inspection work done was considerably more than last year.

"*Sátára Sub-Division.*—All schools in Government districts were examined, but 20 in Native States remained unexamined owing to the absence on leave of the Assistant Deputy for two months during the travelling season, and also to his temporary illness. The work done is creditable to Mr. Nene and his Assistant.

"*Ratnágiri Sub-Division.*—Twenty-one schools remained unexamined, of which however several were only opened in March. This was owing to no fault of the Deputy Inspector, Mr. Limaye, who has personally worked very hard and to my entire satisfaction, but was due to the severe illness of his Assistant, necessitating his absence for 3 months of the working season, during which period his place was not filled up.

"*Thána Sub-Division.*—Owing to the strenuous exertions of Mr. G. M. Sathe, the Deputy Inspector and his Assistant, no schools remained unexamined in this Division. The results are very creditable, and it was only by unceasing diligence that Mr. Sathe could effect so much.

"*Bombay.*—The work done by the Deputies, both of the Maráthi and Gujárati schools, was in every way satisfactory, all the schools being examined once, and visited many times during the year. The Deputy for Mahomedan schools, appointed in February only, visited and inspected a very large proportion of the Mahomedan schools both in the Central and Southern Divisons, and will, I am sure, prove a very valuable Assistant."

98. Mr. Jacob has submitted a satisfactory account of the work done in the North-East Division :—

"I was in charge of the Division from the beginning of the year to the 6th February last, from which date to the end of March I was engaged in special duty on the Education Commission at Calcutta. Ráo Sáheb Sitaram Vishwanath Patwardhan, Principal of the Poona Training College, officiated as Inspector of the Division during my absence. Mr. Narhar Purshotum Tilak officiated as Deputy Inspector of the Násik Sub-Division from the 1st of April to the 15th of July, and was then succeeded by Ráo Sáheb Balwant Ramchandra Sahasrabudhe, the substantive incumbent, in whose charge the sub-division remained to the end of the year. The Assistant Deputy Inspector of Násik, Mr. Ramji Hari Agashe, was on sick leave from the 17th of December to the end of the year, during which time Mr. Mahadeva Anant Sohoni, the Head Master of the Násik No. I. Vernacular School, officiated for him. * * * * * * I was able to examine during the year 107 schools with an aggregate of 6,540 scholars. Twelve of these schools were high schools, (9 of them being aided institutions in the island of Bombay) ; 14 were middle schools ; and the remaining 81 were primary schools and the Christian Vernacular Society's Normal School at Ahmednagar. Before the rains I toured through a considerable portion of Khándesh and the northern tálukas of Násik. My second tour, in the latter half of the year, was chiefly in the Ahmednagar Collectorate. I travelled 705 miles by ordinary road and 819 miles by rail, and I was absent from head-quarters for 6 out of the 10 months that I was in charge of the Division. On my relinquishing charge in February Mr. Patwardhan continued my tour though the Nagar District and inspected 38 primary schools with an aggregate of 1,597 scholars. He also examined the 4 aided schools at Igatpuri and Bhusával and the American Mission's girls' school at Ahmednagar. Mr. Patwardhan travelled 582 miles by rail and 249 miles by ordinary road. No schools in the Division were left unexamined except a few that were newly opened in the last month of the year. On the other hand, 22 schools were examined a second time in the Násik and Nagar Districts. No cess school was, I believe, unvisited by a Revenue officer during the year; and in many instances schools received three or four visits in all from the Collector and his subordinates. I am able to speak most highly of the way in which all the Inspecting

officers in the Khándesh and Násik sub-divisions have discharged their arduous duties. The number of schools in the Khándesh Zilla was admittedly too large for the existing staff to control permanently; and considerable credit is therefore due to Ráo Sáheb Vinayak Krishna Gore and his Assistant, Mr. Bapu Sonsavant, for the energy they displayed in meeting the additional demands that were made upon them. The Deputy Inspector of Ahmednagar * * * Mr. Gokhale is an able and much respected officer; and I am not sure that the climate of Ahmednagar altogether agrees with his health. His Assistant, Mr. Waman Khanderaw Waidya, did much useful service; and I should specially mention his energy and success in starting gymnasia in the village schools * * * * * * * The Educational Department received invaluable assistance from all the Revenue officers in this Division, from several officers of the Judicial Department, from the Municipalities and from a large number of private persons of all classes, even down to the humblest villager. I have in a preceding part of this report referred to the generous aid given to the schools in Ahmednagar and other places. I may also specially mention the services of Mr. Narayan Bhikaji, who kindly carried out for us extensive building improvements in the premises of the High and Vernacular schools at Dhulia; and of the Mámlátdár of Sávda, Khán Sáheb Mir Chiruguddin, who raised for us no less than Rs. 3,500 by public subscriptions for the erection of school-houses in the town of Sávda and Faizapur. Towards the close of the year Mr. Shantaram Narayan and Mr. Kashinath Mahadeva Thatte, the Deputy Collector of Násik, raised by subscriptions in Bombay and elsewhere the nucleus of a large fund, about Rs. 25,000 of which they have generously promised to devote to the erection of an appropriate building for the Násik High School. I might considerably add to this list of services so freely and ably rendered, but what I have stated is sufficient to show that in the future extension of education in this Division we may confidently count on substantial assistance and co-operation from all classes of the people."

99. Mr. Giles' account of the work of the year is satisfactory :—

"Ráo Sáheb Sitaram V. Patwardhan was in charge of the Division for three months during my absence on privilege leave. He examined the schools at Anklesvar, Bulsár, Navsári and Dakor, and visited a large number of Vernacular schools. I was in charge of the Division from July 1st to the close of the year, and during that time I examined all the high schools and training colleges, all Anglo-Vernacular schools in the zillas, and several of those in Káthiáwár. I returned from Káthiáwár in January and after examining the schools at Deesa and Pálanpur, travelled through a part of Ahmedabad Zilla into the Kaira Zilla, and from Kaira into the Panch Maháls and Rewa Kántha, where my camp was when the year closed. In Ahmedabad I saw a few schools in three tálukas. In Kaira, I visited schools in the Mehmadabad, Mátar, Naidád, A'nand, Thásra and Kapadvanj Tálukas. In the Panch Maháls I visited all the táluka towns, two of which, Dohad and Jhálod, have not been visited for 20 years, and saw many of the village schools; and in the Rewa Kántha I visited the States of Lúnáváda, Sunth and Bária, and saw several of the village schools. I travelled during the 9 months 2,365 miles, being 1,727 by rail and 638 by common road. I visited 82 vernacular schools and, except in the case of some of the large town schools, held short examinations to test the work of the Deputy Educational Inspectors. As regards the subordinate Inspecting staff, I am glad to be able to report that all schools were examined by the end of the year, except a few in Mahi Kántha and in Southern Surat. In the Mahi Kántha work fell slightly into arrears through the illness of Ráo Sáheb Jevachram S. Hora. In Surat the Assistant Deputy Educational Inspector had a great deal of office work thrown on his hands in consequence of the illness of his clerk, but the examination of all schools was completed by April 15th. I would specially bring to your notice the good work of Ráo Bahádur Gopalji Surbhai Desai, who has been justly rewarded by the title of Ráo Báhádur, which has been conferred on him by the Government of India; of the 4 Sub-Deputy Educational Inspectors in Káthiáwár; and of Ráo Sáheb Mohanlal Ranchordas, Ráo Sáheb Motiram Rajaram, Ráo Sáheb Ganpatram Gaurishanker Shástri, and Ráo Sáheb Madhavlal Harilal Desai, in Ahmedabad, Surat, Broach, and the Panch Maháls. Ráo Sáheb Manidharparsad in Kaira has now cleared off all arrears of office work, and has satisfied me during the year, while Mr. Valabhram Vajeram Metha, Assistant Deputy Educational Inspector in Surat Southern Division, and the other Assistant Deputy Educational Inspectors have worked well. The net increase of 81 schools and 11,251 scholars is the best proof of the progress made during the year. Still more satisfactory is it to notice that the progress is general and is common to all classes of schools and to all districts in the Division. It may be attributed to (1) a fair and plentiful season, (2) the united efforts of all officers,—Revenue, Political and Educational, and (3) to the growing appreciation of education among all classes of the population. I have received remarks on the reports of the Deputy Educational Inspectors from the Collector of Ahmedabad only. The remarks of that officer have been sent to you, and I shall hereafter forward you my comments on them. In every district, however, the Revenue and District Officers have taken great trouble to supervise the schools under them and have most materially assisted the cause of education. The relations between this Department and the District Officers have been harmonious. In only one instance has any complaint been made by a District Officer of any inattention on the part of the Inspecting Officer. In that case I think the Inspecting Officer had not been sufficiently careful to meet the wishes of the Assistant Collector. I have received no special reports from Assistant Collectors, but these gentle-

men generally have reported from time to time the condition of schools visited and their opinions as to any changes that might be made for their advantage. I have endeavoured on all occasions to ensure prompt attention being paid to these suggestions. Finally, I would add my opinion that school committees are slowly but surely acquiring a sense of their duties and responsibilities."

100. Mr. Russell, who has submitted a good account of the year's work, speaks in high terms of the Dhárwár Deputy, Mr. Rodda, who has in his charge the largest and most flourishing schools of almost every class, and has also taken pains to enliven the teaching of the lower classes by the introduction of alphabet cards in Kánarese:—

"Mr. Rodda has examined this year also the highest number of schools besides his heavy office work. Next to him comes Mr. Kerur. Mr. Rodda speaks very well of Mr. Kerur's work, and recommends his confirmation. Mr. Divekar had only two districts to travel in this year, and his work is good. The number of schools examined by Mr. Bilgi is good for the short time he had. Messrs. Savanur and Bhanap have examined more schools than last year. Mr. K. M. Raghvendrarao finished (in May 1881) the schools above gháts in Kánara, which remained unexamined during the previous official year. The number of schools examined by Mr. Karandikar, though greater than that of the Kaládgi and Kánara Deputy Inspectors, is not great for the number of miles he travelled (more than 2,000), which is even greater than that of the Deputy Educational Inspector for Hindustáni schools. Mr. Mirzabeg could not examine more schools within the very short time he had. He travelled fast and far, and inspected almost all the Hindustáni schools in the Belgaum, Dhárwár, and Kánara Districts. The (Hindustani) schools in Kaládgi were not given to him this year for want of time. Besides the above mentioned school inspection work, the Deputy and Assistant Deputy Educational Inspectors had to examine book depôts, attend Local Fund meetings and Public Service Certificate examinations. Some of them also assisted me in High School and in some first grade Anglo-Vernacular School examinations, and in the Training College Certificate examinations. They had also to inspect school buildings and sites when required. Out of the 23 schools examined by me, five were high schools, 17 first grade schools, and one training college. I visited more than 125 vernacular schools, and travelled 1,300 miles. I also assisted at the Matriculation Examination and attended two District Local Fund meetings, and visited the Agricultural Farm now and then. On the whole, the Inspecting staff (British districts) examined 974 schools and travelled 11,906 miles, besides their other work, which is partly stated above."

On the working of the new rules for the supervision of Local Fund Committee schools by District Officers, Mr. Russell writes as follows:—

"The working of these orders is now more effectual than it was last year. The marked increase in attendance in primary schools during the year under report is to a great extent due to the interest taken by the Revenue Officers. All the Assistant Collectors send their inspection reports (on schools visited by them during the year) to me through their Collectors. I have supplied them with the Inspection Report form, which is modified, and the number of entries required in the form is reduced by me to two or three, which are essential; *i. e.* attendance, accommodation, and working of Mámlatdárs and School Committees. They note, at my request in their inspection reports, whether or not the School Committees and Mámlatdárs take interest in and visit their schools, and whether or not the school attendance is fair (say five per cent. and upwards) for the population. If the percentage of school attendance to population is less than three, the Collector is requested to order the Mámlatdár and village officers concerned to increase the attendance. In some few village schools, the attendance is nearly ten per cent. on the population."

101. Mr. Hart-Davies submits a good account of the work done during the year, notwithstanding several changes in the staff:—

"I examined all the superior Government and aided schools with the exception of those at Thatta and Shikárpur, which were examined by Ráo Sáheb Alumal Tricumdas during my absence on privilege leave. The second grade middle class schools and the primary schools for boys and girls were likewise thoroughly examined by the Deputy Inspectors of the respective districts, the Assistant Deputy Educational Inspector taking part of the annual examinations of primary schools in the Lárkhána and Mehar Divisions under Khán Sáheb Haji Ahmed and Ráo Sáheb Alumal respectively * * * * The 2nd examinations of 172 schools with 5,659 scholars were held against 175 and 5,605 respectively during the previous year.

* * * * * * * * *

"I was absent on leave during some part of the travelling season; however, my *locum tenens*, Mr. Alumal, shows a good return of work done. I must again express my high appreciation of the character of this officer, who is most valuable to me in every way. His knowledge of the country and tact are of the greatest possible service to me. Mr. Pribhdas has also worked well, but his health is not strong, and he is not up to much exertion. However, he is better than he was last year. Khán Sáheb Haji Ahmed is an old servant of Government and is rather past his work; however, I believe him to be a conscientious,

painstaking man. From the District Officers I have received good assistance. I must especially mention Mr. Kadirdad Khan on the Upper Sind Frontier, who always shows the greatest interest in education, and whose assistance is most valuable to me. Mr. Parumal also helps me, and I may specially mention Mr. Sinclair, Mr. Edgerly and Mr. Tyndall as taking a keen and effective interest in the education of their respective districts. But it is almost invidious to mention names, as all have assisted me well. In this respect also I observe a great change during the last six years since I first took charge of education in this Province."

Physical Education.

102. Facilities for gymnastic exercises and outdoor games are given in many of the larger institutions maintained by Government; and some remarks on this subject will be found in Appendix Q.

Educational and General Literature.

Encouragement of Literature.

103. The expenditure on the encouragement of literature was Rs. 8,384 against Rs. 9,418 in the previous year. In the year under report the chief items of expenditure were Rs. 800 for the "Indian Antiquary", Rs. 500 for the 3rd volume of Dastur Peshotam Behramji's "Dinkard", Rs. 500 for Mr. Kunte's "Shaddarshana Chintanika", Rs. 480 for Dr. Kunte's Vagbhat, Rs. 600 for Mr. Modak's Maráthi work on "Physics", Rs. 500 for Mr. Murray's "Plants and Drugs of Sind", Rs. 490 for Dr. Fallon's English-Hindustáni Dictionary, Rs. 500 for Mr. Cowasji Dinshaji's Gujaráti book on Persia, and Rs. 859 for Mr. K. B. Maráthe's translations of Macmillans' Science Primers.

Two new libraries (at Dholka and Erandol) were registered, and the numbers for each Division are now as follows :—

	1880-81.	1881-82.
Central Division	31	31
North-East Division	8	9
Northern Division	31	32
Southern Division	13	13
Sind	7	7
	90	92

Vernacular Committees and Translators.

104. The expenditure from the Dakshina was as under :—

	Rs.	a.	p.
Allowances to Bráhmins	1,413	3	5
Do. to teachers and students ...	13,412	1	6
Rewards to authors	3,685	0	0
Prize Committee and Accountant	2,171	7	3
	20,681	12	2

The Dakshina Prize Committee examined a large number of compositions, and awarded prizes of the aggregate value of Rs. 425. With regard to school books the usual work of revision has been carried on under the supervision of the 4 Vernacular Committees, and several useful publications have been added to our list of sanctioned text-books.

Manuscripts and Texts.

105. Before leaving India Dr. Kielhorn submitted a final report on his search for Sanskrit manuscripts. Professor Bhandarkar has also sent in a report on the part he has taken in the work. But both of these reports have been printed separately. Mr. Hoshangji Jamaspji Dastur is still engaged with the index to the Yasna.

Resolutions of Government affecting the Educational Department.

106. By order of Government Mr. Jacob has made a special inquiry into the educational condition of Europeans and Indo-Europeans in the Presidency of Bombay. The results of the inquiry are summed up in Government Resolution,

Educational Department, No. 1501, dated 10th October 1881 (printed in Appendix R.), and the practical effect of this Resolution has been the grant of Rs. 1,50,000 to clear off claims accumulated under Part II. of the grant-in-aid rules, the allotment of a grant of Rs. 2,000 in aid of the education of destitute and neglected children, and a conditional promise that the ordinary grant-in-aid rules shall be made slightly more liberal for all classes of schools, and that increased aid shall be given to industrial education. The working of these orders will come into the report of the year now current.

The year under report was also marked by a correspondence between the Government of Bombay and the Supreme Government with regard to a wide application of the principle of self-government in educational matters. Final orders on the whole question have not yet reached me; but Government Resolutions,* Educational Department, No. 414 of the 23rd of March, No. 550 of the 15th of April and No. 622 of the 27th of April, confer large powers on the Municipal authorities of our great towns and mark a new departure in the educational history of the Presidency.

See Appendix R.

K. M. CHATFIELD,
Director of Public Instruction.

Poona, Office of the Director of Public Instruction,
21*st August* 1882.

APPENDICES.

APPENDICES.

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APPENDIX A.

Extract from the Report of W. Wordsworth, Esquire, Principal of Elphinstone College.

4. During the monsoon term my time was principally taken up with the class which was reading for the degree of B.A. under the old system, and which I found, for reasons stated in my last report, to be rather backward in its studies. This class consisted of thirty-four members of whom sixteen passed the examination for degree. I read with them Burke's Reflections on the French Revolution and the fourth book of the Golden Treasury. I consider both these books to be excellently suited for an advanced class. Many young men at College are keenly interested in political discussions, a taste which is naturally stimulated by familiarity with those newspapers which are conducted by men of their own class who have received a University education and subsequently adopted journalism as a career. They are probably, like young men in other countries, disposed to leave out of sight the practical conditions which limit the application of political and social theories, and to anticipate larger consequences from mere political and administrative changes than past experience at all warrants. On minds in this interesting and inevitable stage of political thought the conservative wisdom of Burke exercises a disciplinary influence, which is probably not much lessened by his occasional outbreaks of passion and paradox. The selections from the great poets of modern England in the fourth book of the Golden Treasury were appreciated by the class to an extent which I had hardly anticipated. I may add that the simplest and most obvious pieces to a European reader are precisely those in which a Hindu nearly always goes astray and requires guidance, while he has generally less difficulty in putting himself in harmony with the spirit of the more meditative or mystical poems than a European youth of the same age would have. In History and Political Economy I gave six lectures weekly to a class of thirteen. The proportion which passed from this class was less than I expected, but many of them were unfortunately exceptionally weak in Mathematics, and were plucked in that subject. I also read Burke's Reflections twice a week with the second class, which numbered forty-two members. Of these 12 passed the first examination for the Degree of B.A., one in the first class, 7 in the second class, and 4 in the pass class. During the term which ended April 17th I read Bacon's Advancement of Learning three times a week with the Senior B. A. class, and also took them once or twice a week in English composition. I have also lectured three times a week to a class of five in Pope's Satires and Moral Essays, and six times a week to a class of four in History and Political Economy. I have also read Burke's Reflections twice a week with the Junior B. A. class which consisted of 52 members.

5. The class preparing for the Previous Examination consists of 97 freshmen. This is certainly a very unmanageable number and I should have preferred had it been possible to divide this class, but the demands on the time of the Professors from other quarters made this arrangement impracticable. Mr. Oliver has lectured this class in their two English books, and Mr. Macmillan in Logic. Mr. Chintamon Vinayak Vaidya, Senior Fellow, has read with them the portion of Greek History in which they will have to be examined in November, and I propose next term to review the progress they have made.

6. Two candidates presented themselves for the Degree of M. A. in the department of Language and Literature, and one passed. Mr. Hathornthwaite notices in his report that he has been giving instruction in the higher branches of Mathematics to two members of the College, who are reading for the Degree of M. A. I have no doubt that this entails, as he says in his report, considerable intellectual effort. My own engagements during term time would not have permitted me to undertake to my own satisfaction any lectures in the History of Philosophy, or in Political and Economical Science, supposing there had been any candidates for the Degree of M. A. desirous of taking up those subjects. The work required here is of a kind which demands extensive and careful preparation, and is strictly speaking professorial work, as distinguished from work with the other classes, which more resembles a College lecture. In a German University the most zealous Professors seldom lecture more than four times a week in their own special subjects, nor could that number be attained by any one who had not already acquired by a long course of previous study a thorough familiarity with his subject.

7. Two candidates presented themselves for the first B. Sc. Examination, and both passed. In the second Examination for the Degree of B. Sc. there were six candidates of whom one only passed. On the whole I think the College has fairly maintained this year its leading position in the University Examinations.

8. The whole question of the present position of higher education in its relations to Government support and the social and intellectual interests of the people of this country has, as you are aware, been lately referred to a Commission for examination and report. I have been asked to give evidence before the Commission next October. I hope to be able to do something towards clearing up some current misapprehensions on this subject. Above all things, I think it incumbent on every one who is connected with the Department of Public Instruction to protest most warmly against the unworthy insinuation which is so industriously

circulated that the intellectual culture of our Colleges exercises a demoralizing influence on the young men who frequent them because it is not ostensibly connected with some system of dogmatic religion or philosophy. On this subject my own experience in this country has fully confirmed what I learned in Oxford. The principal and lasting advantage which young men gain from their University life is derived from the personal influence of their teacher, when they are fortunate enough to possess teachers who urge nothing on others which they do not rigorously exact from themselves; from the deeper experience of life, and the true ends of life, which they acquire in a society which is formed from various elements, and inspired to a great extent by a common purpose; from the example of industry and honourable effort which cannot escape their notice among some of their associates; and from the enlarged and elevating ideals and motives which Literature and Science so abundantly suggest. Compared with these varied influences the direct pressure of formal instruction on the minds of young men, in whatever form presented, is slight and insignificant. To dispose the affections and the will to the love and practice of virtue is I suppose the proper end of moral teaching; but I very much doubt whether the scientific study of the theory of duty or the most copious provision of sermonizing is very efficacious in producing this desired effect. I of course leave here out of sight the case where the influence of religious convictions and sympathies undoubtedly operates most powerfully, the case, that is, where all the members of a College, from the oldest to the youngest, are bound together by an intense common faith in some revealed doctrines and by an attachment which dates from their earliest childhood to some common form of religious worship. But in India these conditions can hardly ever be realized among a people so divided in religious belief from us, and from one another. I do not think that these conditions were effectually realized in Oxford in my youth, however strenuously it might be assumed that they were. They were certainly not realized in Cambridge towards the end of the last century, when the author of the Prelude, a book which is read in our Colleges, protested so strongly against the hollow mockery of the obligatory religious services in the College chapel, and attributed all the good which he had gained from his residence in Cambridge to indirect influences resembling those I have described. The notion which some good people entertain that those religious influences which have exercised under certain conditions so mighty an influence, intellectual as well as moral, on mankind, may be partly supplied by lectures on what is called Natural Theology addressed to young men not wholly unfamiliar with Hume and Kant, is one which needs only to be mentioned, I think, to be dismissed.

9. The provision for scientific teaching in the College is now adequate or nearly so, but the number of those who present themselves as candidates for a degree in that faculty has not increased. During the past term only two students joined Dr. MacDonald's class in Biology, in preparation for the first Examination for the B. Sc. Degree. But as observed by Dr. Lyon in his report, the requirements of the University in the subjects of Chemistry and Physics are now so considerable that our present staff has an ample field for its exertions. The instruction of the Freshmen class alone demands a considerable exertion of time, patience, and ability. The present local arrangements, however, for scientific study in Elphinstone College are very imperfect, and ought certainly, I think, to be at once placed on a better footing. There is no sufficient accommodation for the apparatus of the physical laboratory which is yearly increasing in size and value, and only very imperfect accommodation for the necessary lectures especially those which include experiments and practical work. I am also informed that there is an immediate prospect of some portion of the place allowed to us in the Victoria and Albert Museum being withdrawn. It seems therefore highly desirable that new arrangements should be made at once, before the studies of the College begin to suffer. One arrangement, for which a good deal may be said, would be to turn the present Gymnasium into a Physical Laboratory and Museum for which it is well adapted, and supply the place of the Gymnasium by a large covered shed, only walled in on the weather side, towards the west. These alterations would not involve very heavy cost, and would quite meet the purpose required. No rooms within the College itself can be spared for a Physical Laboratory and Lecture room.

10. We have had considerable trouble in arriving at a satisfactory understanding with the Municipality as to the terms on which water is to be supplied to the establishment, nor is the matter even yet definitely settled. I have urged on the Superintendent of Resident Students the importance of seeing that no unnecessary waste of water occurs. The general health of the students has been good during the past year, but Dr. Barker, who is now acting for Dr. Partridge, spoke to me of the many cases of languor and debility which came under his notice. The truth is that studious Hindus almost invariably neglect physical exercise unless positively compelled to have recourse to it. Some of them play cricket, or practise for half an hour or so in the Gymnasium in the morning, but not, I fear, with any great spirit or perseverance. Accordingly Mr. Vaidya, who takes a warm interest in this subject, which he has frequently brought under my notice during the past term, proposes that there should be a competitive examination in gymnastic exercises, and that certain moderate prizes should be awarded to the victors. If you could see your way to applying for a small grant for that purpose, I am hopeful that it might be granted; and I think the money would not be ill laid out.

11. The opportunities for private study are really greater under the existing disposition of the University Examinations, than they ever were before. The men in their last year have

to study one most important English book, the Advancement of Learning, and the rest of their time can be devoted to their specially selected subject. For the first time in my experience I have been able to expect and exact a certain amount of subsidiary reading in connection with my lectures on History and Political Economy, and on Pope. The historical Essays on the American Revolution which were sent in this year, to the number of four, in competition for the Ganpatrao Vithal Prize, by undergraduates of this College were most careful and creditable compositions, and gave proofs of extended reading. They were distinctly better than the Essay sent in for one of the University Prizes for which I was at that time one of the Examiners.

APPENDIX B.

Extract from the Report of the Principal of the Deccan College, R. G. OXENHAM, Esquire.

It will be seen that the proportion passed from this College in all the examinations is nearly the average percentage of all passed, being almost one per cent. better * * * * * *. Some of the reports attached attribute the small number of candidates passed to changes in the standard required. The average proficiency of the candidates may also have been lower than last year's but some general cause affecting all the Colleges is indicated by the official returns especially in the Previous and Final B. A. Examinations. In the Previous Examination the percentage passed by the Elphinstone College in 1880 was 47·00, in 1881 27·73, the corresponding figures for Deccan College being 50·9 and 19·13. In the Final B. A, the percentage of passed candidates in Elphinstone College fell from 40·00 in 1880 to 35·80 in 1881 a fall of 4·20 per cent, in Deccan College from 26·66 to 24·33 a fall of 2·33 per cent, in the St. Xavier's from 33·33 to 22·65 a fall of 10·68 per cent. These figures point either to a falling off in the teaching at all the Colleges or a generally inferior character in all the candidates or an increased severity on the part of the Examiners. Of these three possible causes the latter is obviously the most probable. The Vice Chancellor in his convocation speech in last January attributes many failures to the fact that boys are often sent up to Matriculation "just to try their luck" and he also expresses his opinion that youths of inferior abilities are "not weeded out with sufficiently rigorous kindness." But the Matriculation Examination continues to be regarded as an independent test for employment and not simply as a test of fitness to enter upon the University course, and while this is so the standard cannot be high enough to exclude many youths who are quite unfit to proceed to the higher examinations. For several years a knowledge of some classical language has been required from all students desirous of joining a Government Arts College No such knowledge however is required by the University itself for Matriculation.

For the 2nd B. A. Examination 37 candidates appeared from this College (of whom 9 were ex-students), and 9 passed.

The failures were:—

In English	11
In Second Language	5
In Mathematics	18
In group A. Languages	0
Do. B. History and Political Economy	3
Do. C. Logic and Moral Philosophy	1
Do. D. Mathematics	3
Do. E. Natural Science	0

In the 1st B. A. Examination held in November 1881 the number of candidates from this College was 30 (inclusive of two ex-students who both failed), 12 of whom passed.

The failures were :—

In English	10
In Second Language	3
In Mathematics	7
In the Total	15

Previous Examination.

The number sent in for this examination inclusive of ex-students was 68 (actual 60 and ex-students 8) of whom 14 passed (13 actual and one ex-student).

The failures were in the following subjects :—

In Logic	17
In English	32
In Second Language	14
In Mathematics	29
In History	22
In Physics	28
In Total	46

The number of students on the roll :—

In March 1881 was	133
In June 1881 was	132
In January 1882 was	145

* * *

I have to acknowledge the cordial and efficient co-operation of all my colleagues, and, although I have in previous correspondence expressed my sense of the loss sustained by the College in Dr. Kielhorn's retirement, I cannot conclude the first annual report submitted since that event without repeating this sentiment which is shared by every member of the College.

APPENDIX C.

Extracts from the Reports of Professors in the Gujará't College.

M. M. Kunte, Esquire, Principal.

The Gujarát College necessarily consists of one class only. There were in this class last year 24 under-graduates. This year there are only 9. The average attendance last year was 22. This year the nine young men are regular, punctual, and attentive. I have explained fully the causes of the fall off in attendance in my letter No. 105 of the 9th instant.

Accommodation.—There is not sufficient and adequate accommodation for the class. There is no room in which the young men can read by themselves. As soon as they are instructed, they are turned out into the court-yard or the open ground about the school building. I have opened correspondence on this subject with the Educational Inspector, Northern Division. I have also made proposals.

Library.—I believe a library will be gradually created to meet the wants of the under-graduates. At present the want of reference-books is much felt. I have indented for some reference-books this year.

Fees.—This year the receipts from fees are small because the attendance has fallen off.

The Gujarát College ought to flourish as the population of Ahmedadad itself is 120,800. It is a flourishing town. But somehow the College is not known to the population. Its existence is known to a few gentlemen, who take an interest in these matters. Out of those who have passed from the Ahmedabad High School, only seven young men have joined the College, and seven have simply been absorbed in the community. The cause of this is that the Gujarátis in Ahmedabad do not see the importance of Collegiate education. I believe all this will disappear gradually. But the College will not flourish unless the High School flourishes. Besides the people of Ahmedabad have no faith in their College, because I find some gentlemen, who have taken much interest in the establishment of this College, sent their sons to Bombay two years ago * * * * I think gradually such gentlemen will see that the Gujarát College teaches as efficiently as the other Colleges. An educational Institution takes time to establish its reputation. But reputation will always depend on the figure the young men make at the University Examination, and the results, I feel, have not been satisfactory. I believe that everything depends on the preliminary preparation of the young men in the High Schools, and the High Schools in Gujarát appear to me to hurry their young men through the Standards. The following statistical table supplies evidence in support of this statement :—

Year.	Total.	Young men whose second language was classical at the Matriculation Examination.	Young men with a Vernacular for the Matriculation Examination.
1879	12	6	6
1880	36	16	20
1881	29	13	16
1882	9	8	1

I beg to remark that the real College class has for the last four years consisted of the numbers shown in the second column.

The consequence of this is that the young men in the Gujarát College having to learn a difficult language from the commencement, cannot devote sufficient time to other subjects. The consequence of this again is that they fail to pass in all the subjects. The following analysis of the result shows this :—

Previous examination-result—out of 17 students,

9 passed in English.
11 do. 2nd Language.
13 do. Logic.
9 do. Mathematics.
17 do. History.
9 do. Physics.
Only 2 do. in all subjects.

I believe that the Gujarát College will gradually take its rank among the Colleges of this Presidency because it is taught Sanskrit and Logic by a competent gentleman like Mr. Abají Vishnu Kathavate. Mr. Kavasji Jamsetji Sanjana works hard. He has, however, taught in this College for 12 months only. Mr. Maneklal Sakarlal Desái, our Dakshina Fellow, affords good assistance to this College.

Conclusion.—It is necessary to develop the system of residence at the College, to associate the College class with the candidates for the Matriculation and to devote special attention to the High School in the city of Ahmedabad itself.

A. V. Kathavate, Esquire, Professor of Oriental Languages.

I have one remark to make in connexion with the results we are able to secure at the University. I am humbly of opinion, that according to the present distribution of terms for examinations, undergraduates get an inadequately short time to read for the Previous Examination. As students are required to attend for only 60 days to keep the first term, some of them do not join the College till very late in January ; and the term ends about the middle of April. The next is also a short term. And when the last days of each of the terms during which the Terminal and Preliminary examinations are held are taken into account, it will be seen that barely sixty days are left for instruction proper. I should think this time is too short for the object to be accomplished. It is at this time that the sphere of the study of a young learner is to be extended gradually beyond the grammatical and syntactical analyses of language to the comprehension and appreciation of thought and sentiment. From the mere understanding of language and thought, he is to be led on to criticize them. In fact the stand-point from which he looks at his books is to be altogether changed. Whether it is possible to accomplish or even properly initiate this change within the short space of six months, it is for you to see.

I would also add that the inconvenience must be felt the more where the feeding Schools are not yet as efficient as the Elphinstone and Poona High Schools and consequently send up young men less prepared to receive collegiate instruction.

Owing to certain disturbing circumstances such as the opening in our neighbourhood of the Baroda College, which adds to the charm of novelty the substantial advantage of lower fees, the class we have got this year is small. But it is more promising, at least so far as my subjects are concerned, than that of the last year. Out of the nine students who attend two read Persian, five have passed the Matriculation Examination in Sanskrit, and the two who have not passed are old students. Consequently studies have progressed better than last year.

APPENDIX D.

Extracts from the Annual Report of the Grant Medical College for the year 1881-82.

In commencing the review of the progress of the College during the year just passed I have to regret that one of the evils inseparable from life in India, I mean the too frequent changes in the teaching-staff, (from which similar institutions in England are happily free), has been somewhat conspicuous. And to this may be traced the want of that success on this occasion which has been usual in obtaining a high percentage in the pass list of the Senior Examination in Medicine and Surgery, the failure having chiefly occurred in Surgery. A Professor of Surgery, as indeed of either of the practical professorships, is not found ready-made to hand. Much experience is needed before he can acquire that power of communicating the special knowledge he may possess in a manner which renders it effective with students, while not a little time is also necessary for him to acquire for himself the more extended knowledge which only the necessities of teaching can reveal to himself as necessary to success, and which in the ordinary exigencies of public service are not developed.

Changes in the Staff.

Surgeon-Major W. F. Knapp, Professor of Anatomy and Second Surgeon of the Hospital, who had resumed charge of his duties on the 4th of November 1880 on his return from England, has again gone to England on 2 years' leave from 18th March 1881 on medical certificate, and Surgeon W. K. Hatch acts for him from the 23rd of March.

Surgeon-Major H. J. Blanc, Professor of Surgery, having proceeded to England on 9 months' furlough on medical certificate from 7th April 1881, his duties were conducted by Surgeon W. A. Barren until the nomination by Government of Surgeon Major H. Cook, Junior, who took charge of his acting appointment from the 13th of May 1881. Dr. Blanc has now returned and relieved Surgeon Major H. Cook, Junior, of his acting appointment from the 6th January 1882.

Dr. Cook during his tenure of office both on this occasion as well as on the former one when he acted as 2nd Surgeon has filled the appointments with much efficiency and credit.

Surgeon Major W. Gray, Professor of Botany, who had gone on sick-leave, returned to Bombay and resumed charge of his duties from the 25th of November 1881 from Mr. Sakharam Arjún, L.M., who was acting for him during his absence.

After a protracted period of waiting we have I am happy to state received an important accession to the practical teaching power of this institution in the appointment under Government Resolution No. 1967 of 4th June 1881, Financial Department, of a whole time Professor of Pathology who is also 2nd Physician and Curator of the museum. By this arrangement, the Principal Medical Storekeeper, Surgeon Major W. Dymock, B. A., was relieved of his College duties as Professor of Materia Medica, and the 2nd Surgeon attached to the European General Hospital who formerly held the pathological chair in this College, has taken charge of the chair of Materia Medica from 28th of June 1881. The chairs of Pathology and Materia Medica are therefore now respectively held by Surgeon Major Waters and Surgeon J. McGregor.

As Dr. Dymock, who held almost uninterruptedly the Professorship in this College for a period of more than 16 years, is now no longer associated with us, I cannot allow this opportunity to pass without placing on record the high opinion that is held of his efficiency as a teacher. He has also while holding this chair done very much to add to, and improve the collection in the Materia Medica section of the Museum which he has now left in a most complete and efficient condition.

Dr. Macdonald who has been appointed as Professor of Practical Histology and Physiology since June 1880, went to Europe on 10 months' sick leave, and as no one was appointed to act for him during his absence there was some danger lest this important subject which had been so lately introduced with considerable difficulty into the curriculum of the College should temporarily lapse, but I am happy to be able to report that during his absence his duties were voluntarily conducted in a very satisfactory manner by Surgeon W. K. Hatch and Dr. Anna Moreshwar Kunte, the former giving lectures on Practical Histology and the latter on Practical Physiology.

Dr. Anna Moreshwar Kunte, B. A., the Mayo Demonstrator, having retired according to the ruling of the Director of Public Instruction and as sanctioned by Government, Mr. Vithal Vishnu Gokhale, M.A., L.M. & S., has been appointed in his place from the 1st of January 1882.

* * * * * * * *

Hunter Prize to Students in Ophthalmology.

In the month of April last, a meeting of the subscribers to the Hunter Memorial was held at which amongst other resolutions the following was passed, viz. :—

"That in the opinion of the meeting it is desirable to found an annual prize of the value of Rs. 40 to be called the Hunter Prize in the Grant Medical College to be awarded for proficiency in such subject as the College authorities may decide upon, and that a Government 4 per cent. Promissory Note for Rs. 1,000 be purchased from the funds of the Hunter Memorial and presented to the College authorities with a request to keep the note always intact and to award a prize annually from the interest accruing thereon."

A copy of the above resolution and a 4 per cent. Government Promissory Note were forwarded to me, and at a common Room Meeting of the Professors it was resolved that the interest on the 4 per cent. Note be disposed of by awarding an annual prize of books worth Rs. 40 to a 5th year student for proficiency in Ophthalmology.

Having obtained Government sanction to the acceptance of the above offer and to the disposal of its annual interest, a special examination was held in the month of January and the prize has been awarded to Mr. Sorabji Manockji Kaka.

Hunter Prize of Books for an Apprentice.

Honorary Surgeon Khán Bahádur Shaik Hyder Casim of the Subordinate Medical Department, also placed at my disposal Government Promissory Notes for Rs. 400 with a request that the interest accruing thereon may be disposed of by annually awarding a Prize of Books to a senior apprentice who may be found to be the most efficient clinical clerk. To this arrangement also Government sanction was obtained and the Prize has been awarded to senior apprentice Mr. V. Nazareth.

It will thus be seen that two more prizes have been added to the already long list of scholarships and prizes with which the College is endowed.

A knowledge of diseases of the eye is a very important branch of scientific medicine and one which is certainly not behind other sections of medical science in progressive research and advance. It has up to this time been unrepresented in the list of prizes offered by the College, and it is a matter of satisfaction that the circumstances attending Surgeon General Hunter's retirement from the service have afforded the opportunity of filling this hiatus in the prize list.

* * * * * * * *

Materia Medica Collection.

This as before stated has received due attention from the Professor of Materia Medica, Surgeon-Major W. Dymock, B. A.

Museum.

There have been 17 Pathological specimens and 2 of Comparative Anatomy added to this Department.

Tabular Statement of Lectures delivered from November 1880 to September 1881.

Winter Session.

Name.	Designation.	Lectures due.	Lectures delivered. November 1880.	December 1881.	January 1881.	February 1881.	March 1881.	April 1881.	Total.	Remarks.
Doctor H. Cook	Professor of Medicine	70	12	13	16	14	19	9	83	
„ A. N. Hojel	„ Physiology	70	12	7	7	14	22	8	70	
„ H. J. Blanc	„ Surgery and Clinical Surgery.	70	16	14	18	17	9	...	74	
„ I. B. Lyon	„ Chemistry	70	13	15	20	15	18	8	89	
„ W. F. Knapp	„ Anatomy	70	15	15	16	16	6	...	68	
„ G. A. Maconachie	„ Ophthalmic Medicine and Surgery.	20	10	7	6	...	...	...	23	
„ A. H. Hughes	„ Midwifery	60	10	8	10	7	5	2	42	* Completed in the Summer Session.
„ P. D. Panks and Doctor Hatch.	„ Pathology	30	...	5	9	6	12	...	32	
„ Anna M. Kunte, B.A. ...	Demonstrator of Anatomy ...	...	16	10	15	17	19	...	77	

Summer Session.

Name.	Designation.	Lectures due.	Lectures delivered. June 1881.	July. 1881.	August 1881.	September 1881.		Total.	Remarks.
Doctor H. Cook	Professor of Medicine and Clinical Medicine.	...	2	5	3	2		12	
„ Do.	„ Hygiene	20	8	12	9	5		34	
„ A. N. Hojel	„ Physiology (Demonstrations).	...	2	5	5	...		12	
„ H. J. Blanc (on leave) ... „ H. Cook, Junior (acting) ...	„ Surgery (Operative) .	...	4	5	...	...		9	
„ W. Dymock and Doctor McGregor.	„ Materia Medica ...	60	14	23	21	3		61	
„ I. B. Lyon	„ Chemistry (Practical)	3 months.	11	19	19	6		55	
„ Do.	„ Medical Jurisprudence.	60	15	24	23	9		71	
„ W. Gray (on leave) ... ... „ Succaram A. (acting) ...	„ Botany	30	10	16	17	5		48	
„ G. A. Maconachie	„ Zoology and Comparative Anatomy.	30	7	11	12	2		32	
„ A. H. Hughes	„ Midwifery	60	2	9	7	...		18	
„ D. Macdonald (on leave) ... „ W. K. Hatch and Doctor Anna M. Kunte, B.A.	„ Practical Histology and Physiology.	...	5	12	9	...		26	

APPENDIX E.

Extract from the Report of J. GRIFFITHS, Esquire, Superintendent, Sir J. J. School of Art.

The total number of students, who attended the school during the year, has been 273, showing a decrease of 20 since last year. Of this 149 were Hindus, 4 Mahomedans, 57 Pársis, 16 Europeans, 2 Indo-Europeans, 36 Portuguese and 9 Jews.* * *

* 3 Hindus, 1 Portuguese were deaf and dumb.

The school was open for study 185 days during the year, the smallest attendance recorded being 75 and the largest 145; the corresponding numbers in last year having been 71 and 123.

Attendance in March.

For the month of March there were 98 students on the rolls in the morning-classes from 7 to 9, and 79 day-students from 10 to 4, making in all 177 students against 149 in the previous year.

Fees.

The total amount of fees received amounted to Rs. 1,594. Of this sum Rs. 31, Rs. 1,372 and Rs. 26 were paid by students paying respectively fees of 8 annas, one rupee and two rupees per mensem. Rs. 165 were paid as entrance-fees to the second and the third Grade Art Examinations held in April. 10 students in the Pottery-Department were exempted from paying fees. * *

I was absent at the Ajanta Caves from the 17th February to 15th March for the purpose of examining and correcting the paintings, which have been executed by the draftsmen employed; as well as apportioning work for future copying. During my absence Mr. Terry was in charge of my duties in addition to his own. * * *

Elementary School.

The number of students on the rolls at the end of the official year was 144 against 119 in the previous year. Of these 95 attended the morning and 48 the day-classes.

At the beginning of the first term great difficulty was experienced in bringing the students to understand that they had to go through the prescribed course of studies. Mr. Terry succeeded however in impressing upon them the necessity of a regular course of studies, and now any student, who enters the school, understands what is expected of him and settles to work with the intention of passing his examination as speedily as possible.

Lectures.

The regular courses of lectures in Practical Geometry, Perspective and orthographic Projection were given during the year under report. * * *

At the recent examinations of the school held in April, 19 students who had not been over six months in the elementary school were examined in 1st Grade and six passed. 44 students sent in the required drawings for the 2nd Grade and 43 passed in works and 10 obtained certificates. In English Geometry 38 students presented themselves and 31 passed: in English Perspective 27 presented themselves and 21 passed: in Maráthi Geometry 23 presented themselves and 16 passed: in Maráthi Perspective 18 presented themselves and 9 passed: in Gujaráti Geometry 8 presented themselves and 4 passed; and in Gujaráti Perspective 3 presented themselves and 2 passed.

Architectural Drawing.

The number of students on the roll in the month of March was 14, the average attendance in the morning-classes being 10 and in the afternoon-classes 4. The difference in attendance at the morning and day-classes arises from the inability of the students to attend the latter owing to their being employed in various offices during the day.

Students who joined the class during the year have studied portions of Chambers' Educational Course on Architectural Drawing, and the Grecian Orders of Architecture by Gwilt. Some of the more advanced students have been taught parts of examples of building-construction, comprising plans, elevations, sections, and details. They have also been instructed in measuring and plotting details of architectural buildings, both European and Native. Some have made considerable progress in sketching and architectural colouring and others have studied details of Gothic architecture.

Mr. Adams reports that during the year two of the students of the class have obtained employment as draftsmen. One accompanied Mr. Burgess and the other was appointed to a post in the B. B. and C. I. Railway offices. The latter continues to attend the morning-class. * * * * *

Wood Engraving.

The class has been attended by six students (of whom one is a Hindu, one a Jew and 4 are Pársis), besides the old ex-student mentioned in my last report.

Wood cuts of the value of Rs. 297-4-6 have been executed during the year against Rs. 544-15-0 in the previous year.

The anomalous and unsatisfactory system of allowing students of this class to take private work without the knowledge of the Superintendent entailed vexatious correspondence and as there was no control over the work, orders failed to receive prompt attention and the school suffered in reputation. I brought this defect to your notice and you were pleased to

direct "that students should not be allowed to take private work without the previous sanction of the Superintendent, who is responsible for the administration of the school and must know all that his students are doing."

I am, however, of opinion that, if the subject is to be taught with a view to any practical results, it can only be done by appointing a practical Wood-Engraver as Teacher, as Wood-Engraving has so many technical difficulties to be overcome, that it is not to be expected the subject can be taught with any degree of success by any one but an experienced engraver. I believe that the practice of Wood-Engraving might be prosecuted with considerable success and profit by many of the Natives of the country, as their patience and delicacy of touch highly fit them for work of this nature. The same remarks apply to the practice of lithography.

Pottery-Department.

Ten students have been employed during the year. The income by sale proceeds amounted to Rs. 5,551-15-6 and the total expenditure to Rs. 5,308-14-6. The amounts for the previous year were Rs. 6,338-6-10 and Rs. 4,955-0-10 respectively.

The demand for the ware continues as great as ever, its artistic merit is maintained, but the defects inherent in its manufacture have not as yet been overcome.

The Pottery-Department which was conducted by Mr. Terry as a private venture was taken over by Government on the 16th June last. The conditions of the transfer are that all charges shall be paid by Government, the sale-proceeds shall be paid into the Treasury and the profits if any shall be made over to Mr. Terry on his retirement on condition that he supplies a complete set of the ware to the School-Museum.

Silver-smith's work.

Orders to the amount of Rs. 1,449-10-0 have been executed. The expenditure was Rs. 1,320. The amounts for the previous year were Rs. 1,900 and Rs. 1,824 respectively. * * *

Painting-Atelier.

Twenty-two students have attended during the year of whom 12 were Hindus, 2 Parsis and 8 Native Christians. Out of these four were appointed on 1st October 1881 as Drawing Masters to High Schools and two joined the Archæological Surveyor to Government as draftsmen.

As most of the students who joined at the beginning of the year were freshmen, their studies in this Department were somewhat elementary, but some very good copies for depositing in the school have been made of the Ajanta Paintings.

Sculpture-Atelier.

Nine students have attended during the year, who were all Hindus by caste. Out of these one promising student left for his native country.

This Department has been actively employed during the year. 77 designs for caps, panels, finials, &c., modelled in clay have been supplied to the new buildings for the administrative offices of the G. I. P. Railway Terminus and the Cathedral High School. The total value of these models amounted to Rs. 1,865, the expenditure being Rs. 491-15-6. The amounts for the previous years were Rs. 975 and Rs. 337-1-0 respectively.

I think I can safely say that the quality of the work has never been surpassed during the existence of the Department. Some of the students show considerable inventive power in applying the motives derived from the study of the variety of plant-forms found growing in the school garden. I regret to state that the students do not remain sufficiently long to acquire a thorough knowledge of their business; for, owing to the inducement of good pay, they leave to become carvers and modellers on the new buildings that are now being erected, the result being that the work executed by them must be of a lower order of merit than that executed by a well-trained workman.

Mr. Gomes continues to prove himself most helpful in this Department.

Art Metal-Work Department.

This Department remains on the same footing as it was last year. Five artisans have been employed during the year and work has been executed of the value of Rs. 4,394-1-4 against Rs. 1,502-13-0 for last year.

* * * * * * *

1. Dhárwár Training College.
2. Ahmednagar High School.
3. Broach do.
4. Kárwár do.
5. Belgaum do.
6. Sholápur do.

In addition to the eight drawing-classes opened in 1880 and mentioned in my last report, six have been created during the year in schools marginally noted.

With regard to these drawing-classes, I again beg to bring to your notice the importance of incorporating elementary drawing with the subjects in the higher standards, and so make its teaching compulsory.

The Ajanta Expedition.

The work of copying the paintings has been continued uninterruptedly throughout the year under Mr. Pestonji Bomanji: the caves were visited by me for the purpose of examining the copies made and apportioning work for future copying.

A special report on the expedition has already been submitted to Government, on the 31st March last. * * * *

Scholarships.

A new scholarship of the value of Rs. 10 has been added during the year, to be called the Venayak Vasudeo Scholarship in commemoration of Mr. Venayak Vasudeo, late Oriental Translator to Government, who was formerly connected with us for many years as Secretary to the Committee of the School of Art. The scholarship is to be awarded annually to the student who shall produce the best drawing from Nature.

Museum.

The sum of Rs. 1,000 placed at my disposal for the purchase of objects of oriental art for the Museum has been spent.

* * * * .

The following presentations were made to the Museum during the year:—

An ivory casket made at Cassim Bázár—presented by the Native Industrial Art Committee, Simla: a set of 51 photographs of selected objects of Mediæval and Modern Industrial, Art—received from Captain H. H. Cole, R.E., Curator of Ancient Monuments in India.

Advantage was taken of the sale of M. Emile Roque Martine's Collection of Japanese Art, and some specimens were acquired exhibiting excellent examples of sound draftsmanship.

It is with unfeigned regret I have to observe that according to para. 6 of Government Resolution No. 480, dated 4th February 1881, the grant for the current year for purchasing objects of art for the Museum, instead of being increased is to be reduced to Rs. 500. This sum is so absurdly inadequate to meet the urgent requirements of the case that I cannot but hope it must have been sanctioned without due consideration. The sum at the present rate of exchange represents about £42 sterling, an amount which a private individual expends any day on one or two art objects; and yet this amount is the annual contribution of the Government of Bombay to purchase objects for an Art Museum. With this sum a Museum will never be formed. Against this sum of £42 I will place that of £7,000 with which Mr. Purdon Clarke came to India to purchase objects of art for the South Kensington Museum. What is really required is a large sum to expend at once in purchasing those objects of Indian art as models for reference, before they are completely cleared out of the country by collectors, both professional and private. Much of the best old work is no longer even purchasable. I have already called the attention of Government to the importance of securing the best specimens of old carved wood-work in Ahmedabad and other cities, and placing them for safety in *Museums. What Government has not done has been done by Mr. Purdon Clarke—Special Officer of the South Kensington Museum, and Mr. De Forrest of Messrs. Tiffany and Co., New York; and much of this splendid old wood-work has found its way to England and America. That it should find its way to England and America, where it will be protected and cared for, is better than that it should lie here and rot from exposure; but I do most earnestly protest against its deportation, whilst we are being starved for want of these examples, simply because we are deprived of the means of acquiring them. If Indian Art Work is to maintain its commercial value, then Government must be alive to guard with jealous care against the deportation of the best examples of old art-work, which should be kept in the country as standards of excellence in design and workmanship. I cannot do better in concluding these remarks than by quoting an extract from an address by Mr. Poynter regarding one of the most important functions of Museums which is the "preservation of those inestimably precious relics of antiquity, which no money or labour could ever restore to us, if once lost or destroyed."

* *Vide* this office No. 437, dated 13th December 1880.

Library.

Complete sets of all the past and present publications of the Science and Art Department have been presented to the School-Library. It is a very valuable acquisition.

A complete inventory of the whole of the school-property has been made by Mr. Bocarro, Head Assistant to the Director of Public Instruction, and his two Assistants.

Furniture, &c.

With the exception of the glass show-cases the whole of the new furniture has been supplied by the Public Works Department. Proper arrangements have also been made for hanging the casts. The godown for casts, moulds, &c., has been built and occupied.

Dead Stock.

A large number of useless dead-stock articles, porcelain-ware &c., were, with your permission, sold by public auction and the proceeds amounting to Rs. 327-6-4 paid into the Treasury to the credit of Government.

The broken and useless Ambarnath moulds were also carted off.

Garden.

For keeping up the school-garden an annual grant of Rs. 100 has been sanctioned. As the school is situated in one of the most conspicuous parts of the city it will be necessary to maintain a decent garden apart from the primary importance of its supplying the students with material for study. I hope to submit shortly my proposals for its improvement.

EXAMINERS' REPORT ON THE SIR J. J. SCHOOL OF ART.

Sir Jamsetji Jijibhoy School of Art,
Bombay, 10th June 1882.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
POONA.

SIR,

We have the honour to state that we have examined the students of the Sir Jamsetji Jijibhoy School of Art for the year 1881-82, and beg to submit the following report :—

The course of instruction as given in Mr. Griffiths' memorandum of the 17th April 1880, is still adhered to and appears to work satisfactorily.

In addition to the students of the Elementary School, candidates for Art Certificates included Drawing-masters and students from several of the Bombay and Mofussil Schools, also students from the advanced school.

Two hundred and six students presented themselves for the Art-Certificate Examination, the results of which are given below :—

	1st Grade.		2nd Grade.		3rd Grade.		Total.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
Elementary School... ...	19	6	44	10	...	...	63	16
Advanced School	...	...	5	3	...	...	5	3
Teachers and others ...	...	...	12	8	2	2	14	10
Elphinstone College ...	2	1	...	...	...	...	2	1
Do. High School ...	20	6	...	...	...	...	20	6
Gokhaldass Tejpal School ...	14	2	...	...	...	...	14	2
Jagganath Shankarshet School...	6	...	...	...	...	...	6	...
Chandanwadi School ...	1	1	...	...	...	...	1	1
Fort Branch School ...	8	...	...	...	...	...	8	...
Fanaswadi School	7	1	...	...	...	...	7	1
Thána High School ...	7	3	...	...	...	...	7	3
High School, Sholápur ...	16	5	...	...	...	...	16	5
Do. Násik... ...	5	3	...	...	...	...	5	3
Do. Broach ...	5	...	...	...	...	...	5	...
Do. Poona... ...	8	...	...	...	...	...	8	...
Science School, Poona ...	...	...	2	...	...	...	2	...
High School, Dhulia ...	5	...	...	...	...	...	5	...
Sardars' High School, Belgaum .	5	1	...	...	...	...	5	1
F. S. Parakh School of Art, Surat.	5	1	...	...	...	...	5	1
School of Art, Bhúj ...	2	...	2	1	...	...	4	1
Scottish High School ...	3	2	...	...	...	...	3	2
Private Tuition	1	1	...	...	...	...	1	1
Total ...	139	33	65	22	2	2	206	57

We observe that the result of the examination for the 1st Grade Certificate * * * shows a marked improvement on that of last year, 33 having passed out of 139 candidates this year, against 18 out of 119 last year.

The number of students from the Elementary School presenting themselves for the 2nd Grade Art Certificate have considerably increased since last year's examination, there being 44 this year against 15 last year. We notice a decrease in the number of candidates from the Advanced School, there being 5 this year against 8 last year. Altogether 65 students presented themselves for this examination, out of which number 5 failed in their Probationary Works while 22 passed and are entitled to certificates. Thirty-eight students failed in the paper-examination, of these 4 failed in Practical Geometry, 17 in Perspective, 18 in Freehand-Drawing, 15 in Model Drawing and 15 in the Blackboard exercise. We notice that the number of failures for the 2nd Grade Certificate is much higher than that shown in the results of last year's examination. Out of 26 students who came up last year for the paper examination 12 passed, while this year 60 students presented themselves and only 22 passed. The results, therefore, are not very satisfactory, as the reason noted in last year's report, for the exceptional standard of excellence reached, *vide* latter portion of para. 4 of examiners' report 1880-81, still exists. * * * *

Two candidates presented themselves for the 3rd Grade Certificate Examination: one failed last year, in Perspective only. Both of these candidates have passed the examination, and have therefore been awarded certificates * *

On examining the works executed by the students of the Elementary School, we found that some improvement had been made on last year's works, the drawings from the round both in outline and in light and shade being specially good. One prize was awarded in the former subject and three were awarded in the latter. We regret to say that no drawing from Natural Foliage was considered worthy of a prize. * * *

It is satisfactory to note that a great advance has been made in Practical Geometry, especially in the Vernacular class, 18 out of 26 students having passed this year, while only 1 passed out of 17 last year. Since last year's examination a Vernacular class in Perspective has been formed and we find that very satisfactory progess has been made, 11 students out of 21 having passed the test.

We notice that although 47 students passed in Freehand-Drawing and 50 in Model-Drawing not one was considered excellent in either of these subjects. We would therefore suggest that particular attention be paid to these important subjects, forming as they do the foundation of all the higher branches of Art.

The Advanced School was examined in the following subjects and prizes were awarded.
* * *

Painting-Atelier.

Two prizes were awarded for studies in Monochrome, the first to Ramchandra Gopal for an excellent study of the Egg-plum from the Ghiberti Gates in sepia, and the second to Keshao Morar for a similar subject, which was very creditably executed.

A prize was awarded to Dinshaw Bomanji for his study of foliage from nature in oil, which was an excellent piece of painting. Keshao Morar's study of the croton plant showed considerable power and skill.

A large number of fairly executed drawings were submitted of studies from the antique and a prize was awarded to D. F. DeMello for his Venus de Milo. His drawing of a bust from the Forum of Trajan, Rome, was also highly commended.

We were much pleased to see such a large number of drawings competing for the prize, for the best study from the life. In this Department D. F. DeMello was awarded the prize for a Fakir's head, and a second study by the same student was also highly commended. A prize was awarded to Ganpat Kedari for a coloured design for surface decoration adapted from the Ajanta paintings. Several copies of these paintings were executed by Keshao Morar and Dinshaw Bomanji, and were highly commended. There are still four ex-students employed in copying the paintings at the Ajanta Caves and three others have been employed during the year under Dr. Burgess, Archæological Surveyor to Government.

Sculpture-Atelier.

Two prizes were awarded for the best models in relief of a piece of foliage from nature, the first to Jeewa Kooji and the second to Narayan Jeewan. The work in both cases was very creditable.

For the best models in the round or relief of a piece of ornament from a cast or drawing two prizes were awarded; the first to Dharmaji Wittoba, and the second to Rajaram Bapu. The modelling of the former student was specially good.

The first prize for the best group of models of ornamental designs was awarded to Rajaram Bapu and the second to Ballaji Keshee.

We regret to notice that there were no competitors for the prizes either for the model from the antique or for that from nature. This was owing to the fact that those of the students who were sufficiently advanced to compete were employed on the preparation of models for the public buildings of Bombay. On the whole we think that satisfactory progress has been made in this Department, and we were especially struck with the models prepared by Dharmaji Wittoba, for the new Great Indian Peninsula Railway Terminus.

Architectural Class.

The first prize was awarded to J. F. Carvallo for the best set of Architectural Drawings and the second prize to Sorabshaw D. Writer. There was only one competitor for the prize for a measured drawing from an existing native building, but the work was not considered of sufficient merit to receive a prize. Out of the 12 students who appeared this year for the paper-examination, only 2 passed, while last year 7 passed out of 14. We would therefore suggest that more attention be paid to this branch in future. Owing to the demand for draughtsmen in the Architectural and Engineering professions, many of the students are induced to leave the school before they have attained a high degree of proficiency; consequently the works exhibited show but little improvement over those exhibited in previous years.

Wood-Engraving.

Two prizes were awarded in this Department; the first to Govind Krishnaji, and the second to Samuel Solomon. We note with regret that only three competitors appeared, and that the specimens of work show very little improvement on those of last year. This is the more to be deplored, as wood engraving is, in our opinion, a branch of Art, that should receive special attention, the object of the School of Art being, as we understand, to qualify students for supplying artistic work in India, which is now unavoidably sent out of the country for execution. We may mention that if Wood-Engraving is to receive the attention in the school, which it appears to us to deserve, the services of a qualified professor should be secured.

Pottery.

We examined 7 students and awarded the first prize for the best original design to Dattatray Chimnaji and the second to Morar Govind for the best design adapted from the Ajanta Paintings. Mr. Terry gave two extra prizes of the value of Rs. 5 each to the junior class, and both were taken by Dhanji Fakir for the best plate and best water-bottle. We were pleased to find that satisfactory progress had been made in this Department during the year, but we think that improvement is still needed in the manufacture of the ware. The design, colour and execution of the same, is all that can be desired, and all that is now necessary is the engagement of a skilled potter to bring the manufacture of the ware to such a degree of excellence as to place it on an equality with its design and colour.

Art Metal-Work Atelier.

The remarks made in the Examiners' report of last year apply with equal force to the condition of the Department this year, viz., that "the Art Metal-Work Atelier has not yet been regularly reorganized, nor does it form an integral part of the school * * * The Department should if possible be revised and made to form a regular portion of the school."

The Ellis Prize for the best original production executed during the year in any Department of the school, was awarded to Dharmaji Wittoba, for a group of designs modelled by him for the new Great Indian Peninsula Railway Terminus.

We have revised the scholarship list and have awarded scholarships in consultation with Mr. Griffiths the Superintendent, and Mr. Terry, and append a list marked K showing the result.

We have the honour, &c.,

(Signed) F. W. STEVENS, A.M.I.C.E.

" E. WIMBRIDGE, GT.R.I.B.A.

APPENDIX F.

REPORT ON THE AGRICULTURAL CLASSES IN HIGH SCHOOLS BY MR. SHEARER.

No. 92 OF 1882.

Poona, 22nd February 1882.

To

DR. T. COOKE,

Principal, College of Science, Poona.

SIR,

I have the honour to report the results of my inspection of the following farms :—

1. Surat.	5. Násik.
2. Nadiád.	6. Sholápur.
3. Ahmednagar.	7. Belgaum.
4. Dhulia.	

1.—*Surat.*

The farm contains about six acres, distant some two miles from the school; the soil is clayey and owing to unseasonable falls of rain it was impossible to sow the usual monsoon crops.

I went carefully over the land which lies close to the river and which, with proper management, would be valuable, whereas neglect has made it swampy and in other respects not cultivable without some steady, hard work. In my opinion it is land quite suited for training in practical agriculture.

I found some patches (in all about 2½ acres more or less) under tur, till, brinjalls and tobacco. The presence, however, of weeds, &c., in the cultivated patches bore evidence of

neglect, and I very much doubt if the coarse, rank grasses and weeds covering the rest of the land can be got rid of in time for the sowing of the cold-weather crop. The clearing of the land by ploughing had apparently been recently commenced, and when I called upon the Collector, Mr. White, I was not surprised to learn from him that the clearing operations would in all probability not have been commenced, if he himself had not ordered them some fourteen days previously. The next important step for making the land cultivable is proper drainage; this I impressed upon the teacher, at the same time showing him where drains were needed to carry off all excess rain-water. I further pointed out where channels might easily be made for the purpose of irrigating from the excellent well on the land. But if my information is correct as to the conditions on which the agricultural class hold the land, I think it will be hopeless to expect that attempts to improve can succeed with the present head farm-servant. This man, it is said, was the tenant of the land for many years and managed it so badly that it slowly fell from bad to worse with the natural consequence of large arrears of rent. Finally, when it became known that the agricultural class required some land, the landlord or owner presented this land to the class (free of rent), but on condition of the insolvent cultivator being retained as head farm-servant. Now, as the man farmed badly on his own account when he had to gain his livelihood by his work, it is not likely that he will trouble himself to work for the farm—especially since he has an assured monthly salary of Rs. 12. As a proof of his unfitness for the post he holds I may mention that, although there was plenty of work to do, yet on the two occasions on which I visited the farm I did not see him or any one else working or even pretending to work; it was only after much shouting and bawling that the teacher and I managed to assemble the labourers and set them to work.

During my visit to the High School I examined the pupils present, and their answers satisfied me that they possessed a tolerably fair theoretic knowledge of field-operations. Owing to the winter-vacation in November 1880 and the absence of the teacher on leave during December 1880 and January 1881, no class was held during those months. The rest of the period gives an average attendance of 18 boys.

The average attendance for field operations is not satisfactory, rarely exceeding two or three each field-day, and from what I could learn the pupils exhibited a disinclination for such work and attended as mere lookers-on. For this reason and bearing in mind the conditions of the farm-land, it seemed to me that their practical knowledge would be very deficient. I succeeded in getting most of the class to meet me at the farm one morning, but they had not been there long before they were anxious to leave, on the grounds that they would be late for their examination. As therefore they appeared to be timid as well as new to the bullocks, from the latter becoming wild and restless, I did not consider it advisable to insist upon putting them through any practical tests. I particularly asked the Head Master of the school as well as the Secretary of the Agricultural Class Committee to arrange for a meeting with the members, but as I did not hear from either of them during my first visit of two days' stay, or on the day of my return to Surat from Nadiád, whether or not the committee could meet me, I concluded that they could not make it convenient to do so.

I duly examined the farm-accounts from 1st January 1881. The total expenditure for the 9 months ending 30th September amounts to Rs. 427-9-1, and is made up of the following items:—

	Rs.	a.	p.
Permanent farm-servant's pay	108	0	0
Live and dead stock purchased	137	10	5
Scholarships	2	0	0
Hire of bullocks during the past four months of the year..	80	0	0
Labor and keep of bullocks purchased in May and June...	99	14	8
Total ...	427	9	1

Considering the condition of the land which has been in the possession of the class for nearly two years I consider that Rs. 287-14-8, making up the first two and last items, have not been well spent.

In conclusion, I beg with deference to recommend that, should the owner of the land be unwilling to cancel the conditions as regards the employment of his protégé, a new site be obtained for this farm, as it is quite hopeless to expect that the teacher can do any thing if he be saddled with a man over whom he has no control. If a new site cannot be obtained it would be better, in my humble opinion, that the farm should be closed altogether than that it should be carried on under such conditions.

2.—*Nadiád.*

The farm consists of 12 acres of land with a good well which is fully capable of irrigating four or five acres of the land surrounding it. The soil is a free, sandy loam or alluvial deposit and can be made very productive; considerable labour has evidently been already spent on the ground to clear it of trees, &c., and to level it. Still much remains to be done

and as the Mámlatdár as well as the other members of the Class Committee evince deep interest in the work, there is every reason to hope that in a year or two the farm will rank as a fair model farm.

The farm possesses one pair of buffaloes and various implements of sorts, but the members of the Committee seemed quite taken with the plough procured for the farm by the late Collector, Mr. Sheppard. The Committee assured me that it was the only one used on the farm, and the conclusion I came to, after giving it a trial, is that it is just adapted to the soil it has to work.

Notwithstanding the drawbacks to be expected of land, which had never before been cultivated and which when taken up was more or less covered with trees and brick and lime-kilns, it was satisfactory to find the greater portion under excellent crops of jowári, bájri, rági, Indian corn, tobacco and Guinea-grass. A good sized plot was also under sorghum grown from seeds obtained from Madras with the express purpose of testing its sugar-producing properties. The stalks are subject to attacks from a grub, but the crop if attacked will answer remarkably well as fodder, but should it escape the grub, the experiment will be most valuable, if it succeeds in bringing the sorghum forward as a substitute for sugarcane. The former attains maturity in ten weeks, while the latter requires as many months as well as heavy manuring. Several small plots of ground were also being prepared for lucerne, onions, potatoes, &c.

The class at the High School numbers fourteen pupils, whose attendance, though regular in class, was not regular in the field. After the summer-vacation the class had been closed for about two months owing to there being no teacher, and the consequence of the lengthened break has thrown the pupils back somewhat, especially in field-work.

3.—*Ahmednagar.*

The farm which is situated a good mile from the school consists of 5½ acres, mostly of black soil; a small portion of it has a good mixture of lime-kankar in it.

Here also the agricultural teacher's quarters are a good distance from the farm, and I strongly recommend that he be asked to obtain quarters close to his work.

There are several Kunbi boys who live on the farm in one of the rooms, as well as the man and boy who are kept constantly on the ground in charge of the bullocks and crops. These boys have on an average Rs. 3 per mensem, and do work morning and evening. I found that the Collector had taken great interest in the farm and had allotted each boy a plot of ground to cultivate, and that rewards were being given to those who worked their plots the best. These boys are mostly from villages in the neighbourhood of Nagar and attend the classes there.

There is also a well on the ground so placed that it can irrigate any portion of it, but I am afraid its supply cannot be depended on, as the factory adjoining also draws water from it.

Various crops had been sown on the farm—bájri, wheat, jowári, gram, Indian corn, potatoes, tur, dál, onions, and European vegetables, as well as New Orleans acclimatized cotton. This latter had been sown much too late and had not been well cultivated. Wheat and gram which had been sown previous to my visit were much too thick, but as the greater part of these had been sown by the students for practice, they may be considered fair on the whole.

Various other experiments were being made with grasses for fodder, plantains, indigo, &c., but these were all in such little plots that no comment is needed till it is found which of the various crops will best suit the districts. A crop that will pay the cultivator as well as cotton, would, I think, be valuable, though cotton does not seem to be grown in the neighbourhood. Wheat is rather an uncertain crop, being subject to blight and mildew. There seemed to be a want of order in sowing the various crops so as to allow the native implements to surface-stir and clean the crop while young. The weeding and stirring seemed to be all done by hand, which is both slow and expensive, as well as injurious to the crops; because the persons employed tread them down.

There is one pair of bullocks on the farm, which is quite capable of doing all the work. The ordinary "moat" was in use, but the agricultural teacher seemed to think it did not answer as well as those he had been used to in Madras, but from my own experience and from all I have heard, I think the ordinary moat beats all other lifts for over 20 feet lift, and the first cost is a great matter to the ordinary cultivator. The sheds on the farm are in fair order, but not sufficiently large for the cattle, men, boys and store-room, &c. I pointed out to the agricultural teacher how the building might be enlarged at a very little cost so as to enable him to meet the growing requirements of quartering the students on the farm instead of their being compelled to find quarters in the town.

Every matter connected with the crops and management of the farm were all gone into by me with the teacher who seems a smart, intelligent man, but his discipline seems slack. I took him to task for this, and pointed out defects which I trust will be remedied in future.

Here also complaints were made regarding the want of an advance to make necessary purchases or employ extra labour. It is of no use to give the men a charge and then tie their hands; and, as already stated, I sincerely trust it will be seen fit to make one and all a permanent advance. There is plenty of manure to be had here at a cheap rate. I was very much disappointed at the neglect to make the best of the manure made on the farm by the bullocks. This is one of the lessons which should be taught to the class. I pointed out this to the teacher and ordered a suitable place to be set aside to collect all the refuse of the farm as well as the droppings of the cattle. The boys were all very handy so far as ploughing went with the English plough, a very bad form of which was in use here, which seemed to me to be a waste of time and labour to persevere with. I pointed out this and showed its usual defects on black soil that is slightly damp. Such soils adhere so to the mouldboard that the draught is much too heavy for ordinary bullocks, and the furrow supposed to be turned up by it is not so good as to compensate for the extra labour and cost over the work done by a good form of country-plough. A thorough displacement of the soil is all that is required, and it matters not by what means this is done. From my own experience, it is a mistake to bring up too much fresh, hungry subsoil. Stir deep by all means, but be careful that too much hungry soil is not brought up. I have promised to send some ploughs of the pattern we use here, and the ploughs are now in hand in the College Workshops, which I intend to send for trial.

In conclusion, I must observe that one great step has been made here at the farm-class by the Collector, and the managing committee, viz., that of offering prizes for ploughing, &c., to all those from the surrounding villages who wish to compete. A great deal of money was paid to the various prize-winners, and money was also collected as entry. I learned that nearly 100 competitors went in for the matches. A thing of this kind will go far to stimulate and encourage cultivators to send their sons to learn at our class-farms. If such competitions could be got up at the other schools, I think it would tend to give a stimulus to good ploughing and cultivation generally.

4.—*Dhulia.*

The farm consists of six acres, of which only four and a half acres have been brought under cultivation; the remainder has been considered too poor and rocky to be of use. There is a good well situated in one corner of the ground, supplied from the canal which runs alongside the farm, but as it is on too low a level to be used for irrigation direct, a bucket lift has been erected to raise the water. This lift, the agricultural teacher informs me, works well and lifts a large quantity of water 12 or 15 feet.

The ground had been divided into nice-sized plots and the crops had been all harvested when I visited the farm. The crops seemed to me to be very poor. Cotton, Dhárwár acclimatized New Orleans, had been sown, but it was much mixed with indigenous cotton, which should have been pulled up while the plants were young, as even then the crop would have been sufficiently thick. The rainfall is, I fear, too light and too uncertain for such a crop as New Orleans American at Dhulia. The jowári and bájri crops that were being taken off the ground all seemed to be light, the latter in particular from what I should say poorness of soil, although manure is cheap and abundant, night-soil manure being only four annas per cart-load.

The Head Master and agricultural teacher informed me that the boys (Kunbi) that were getting Rs. 3 per mensem had refused to use the night-soil manure, and by a recent order of the Inspector of Schools, the boys were informed that their stipends would be no longer paid to them, and that they would not be allowed to attend the class any longer. The Kunbi in charge of the bullocks who works on the farm under the orders of the agricultural teacher had also at first refused to apply the manure, but had been brought round to do so. This has caused great delay and annoyance at a time when it was intended to get in another crop before the soil became dry and caked from the sun.

The agricultural teacher complained to me that he was very much crippled in such matters as he is not allowed to engage outside labour at a busy time to get in his crop. The managing committee say that the help of the Kunbi boys ought to do all the work on the farm, but from my own experience I know that these boys are very uncertain at best, and the work they do during the two hours a day they are supposed to attend the farm is very little. The time of the man and the boy is fully taken up in attending to the watering of crops, &c.

There is a good pair of bullocks on the farm, which, if properly looked after and the work well divided, should do all the work of the farm such as ploughing, lifting water, carting manure, &c.

The cattle-shed is a poor place, and I have no doubt the managing committee will see fit to erect a better one, and one that will serve to store crops in until a good market is obtained for the produce. The boys of the agricultural class attending the school but receiving no scholarship, were very handy at the plough, but the ground was easy to work; in fact all the boys seemed to plough well. The ground not being large enough and not all ploughed, the use of the other agricultural implements was not tried, and their progress in the class was good. I think that the boys of the classes should be more encouraged to

take notes of what is going on around them, for I find that they do not seem to pay much attention to the mode in which the ordinary cultivator works and manages his crops.

By the order of the managing committee, the agricultural teacher was directed to take up his quarters near the farm to enable him to be on the spot and give his whole time to the work there, but it seems to me that there is still much delay in getting in crops; the ground was only being broken up for wheat which ought to have been sown at least 20 days before. I went carefully over all matters of this kind with the agricultural teacher and advised him to sow gram instead of wheat as the season was too far advanced for the latter crop. His reasons for delay were unsatisfactory, and he seemed to me to have too little push in him and to leave too much to the man in charge of the bullocks.

I feel that I must express my opinion that the ground was not as well managed as it ought to have been, and I trust that there will be an improvement in this particular, as the ground is free and easy to cultivate and manure, and water abundant. I have advised him to apply always in time for assistance for any particular work he wants to get speedily finished. I may here mention that all the agricultural teachers complain of not having sufficient funds at their disposal for emergencies, and this, of course, often causes delay. I found that at Násik the teacher there who has his heart thoroughly in his work, rather than have his work delayed, had himself advanced funds to get it completed.

5.—*Násik.*

I have the greatest pleasure in submitting my report on the farm attached to this school. The agricultural teacher deserves great credit for the very efficient way in which he has worked it.

The farm consists of in all 12½ acres, of which 6¼ acres have been brought under cultivation. The ground had formerly been a garden, but had gone from bad to worse until it became a complete swamp during the rains, and for several years it was allowed to run wild. Since it came into the possession of the school very much has been done to the ground which was a most unpromising ravine. The well on the ground was repaired and new water-channels built. The surrounding ground on the upper side all drained into it, and to drain the ground open deep drains were cut on either side and one through the centre to carry the water off, and by these means the ground is still being improved by cutting away and terracing it into as large and convenient-sized plots as it will admit of, and a great deal of heavy and excellent work has been done. The ground is naturally so altered by being cut away that nearly all the soil on many of the plots is poor, hungry soil, but nevertheless the ground, when I saw it, was bearing fairly good crops. Having so much fresh, loose earth on some of these plots, the watering must have been heavy to start with, until the ground was formed into a proper bed. There are a good many of the trees in and around the ground, which the school has nothing to do with, as the agent or owner still keeps them in his own charge. A good many of these are large mango-trees of little or no value, and it appears to me that it would be as well to obtain possession of these trees, so that no strollers would be allowed inside the premises, and this would also give an opportunity of improving the mango by grafting—a matter of great importance in the country and one whose study should not be neglected.

Those plots, which were cleared and brought under cultivation, were very carefully arranged as to the crop which would succeed best in them. Plantains were put where the shade would have interfered with most crops; and all above the water-courses, wherever there was available space, grass has been put down and also plantains put in. There were three plots of sugarcane, which were looking well; one had been sold and was being cleared, while one was reserved for planting from, and the ground was then being prepared for it. Onions and chillies occupied another plot; ground-nuts, tobacco and vegetables were all in a fair state.

The agricultural teacher informed me that he had two pests to deal with, which gave him a great amount of annoyance and trouble, but he seemed to have overcome them: one was white ants which ate all his sugarcane sets directly after they were planted. For this he tells me he used salt, camphor and assafœtida put into the water channels, which kept the ants down. The other was land-crabs which made holes all amongst his crops. To get rid of this pest he took up his quarters on the farm and took out all his available hands night after night until he cleared them away. They are only to be got under in this way he told me. I may here remark that all that has been done here has been done well, and every thing promises to go on successfully under so painstaking a cultivator as the agricultural teacher.

The farm has two pairs of bullocks on it; these two pairs of bullocks are almost wholly employed in lifting the water by the ordinary double moat as noticed above. From the ground having been cut and filled up in places these plots absorb a deal of water, but the soil will settle in time and then less will be required. It was found necessary to hire bullocks for a time to get the ground into order, but it has been arranged to purchase another pair of bullocks as it will be found cheaper.

The sheds now on the place are not at all in good order, and there is no room to keep or store any produce for a good market. This it was thought might be undertaken and better quarters provided for the permanent hands who live on the farm.

As regards the working-charges it would be very difficult for me to go into any of them; the table of receipts and expenditure will show how the money has been spent.

I quite agree with the agricultural teacher that he should be allowed to break up and cultivate a fresh portion of the grass-land bought for grass for the bullocks, as the ground they now have will be better occupied by being cropped with other crops than growing jowári, &c., for forage for cattle.

The boys attending the farm were all busily at work when I reached the farm early in the morning; there seems to be no refusal or objection to work on their part. They do ploughing, weeding and cutting grass and also levelling the ground. They all seemed to do their work well and with a will. The agricultural teacher here seems to have all his men and boys thoroughly disciplined.

In conclusion, I beg here to remark that the land is rented yearly for Rs. 50, but there are persons now willing to pay Rs. 80 yearly, as the ground has been put into such good order. This is sufficient in itself to show how much good has been done in the way of improving the land, and the entire management reflects the greatest credit on the agricultural teacher.

6.—*Sholápur.*

The land held here for the use of the agricultural class experiments is known as the Moti Bág Garden, and is some 66½ acres in extent, of which 6 acres are under cultivation. It belonged to the Military Department when troops were stationed at Sholápur. A great portion of it might be cultivated with either dry or wet crops, as it has a tank and two wells which have always a fine supply of water. The water from the tank is now utilized for the crops, and from what I could learn is capable of irrigating 5 acres from its overflow. This tank as well as the two wells are supplied from the large tank which is some 100 to 200 yards above the ground in the Moti Bág Garden that is now being cultivated. The leakage from this larger one keeps the one in the garden constantly full, and there are also other water-channels from it running through the garden. It was pointed out to the agricultural teacher that it would be well to see how much of these could be made use of.

There are a number of large trees in the garden, and it is amongst these the few crops were sown, and in consequence of the shade, bad cultivation and poorness of soil the whole of the crops were very poor. They are not well arranged and had not been sufficiently attended to. There are a man and a boy constantly on the farm, but I failed to see that anything had been going on for some time back.

At the request of the Acting Collector, Mr. Waddington, and the Educational Inspector I went carefully over the ground with the agricultural teacher and pointed out the various defects and shortcomings. There was no reasonable excuse for what remained undone; the conclusion I came to was that there was a want of will to cultivate well and to see that those under him carried out his instructions. The Instructor has, it is true, but recently joined, but if his work is to do him credit it will be necessary that more attention should be shown in the future.

Here as well as at the other places manure could be had in abundance and at cheap rates, but I found only Rs. 5 worth had been purchased, and this only lately. During the few days I remained I had the man and the boy kept at cleaning up. The irrigation here, I may say, acts by itself. A sluice has only to be raised and the water goes freely over all the ground now occupied.

With the man and boy and the students who do weeding, ploughing, &c., one or two paths and plots were made passable, but seeding weeds were all over the place, which were all pointed out to the agricultural teacher, and it is to be hoped that he will be more attentive to this important matter in future.

I directed the agricultural teacher to take down notes of what I thought ought to be attended to and done, and I carefully went over the ground with him several times and pointed out his errors.

At the meeting it was arranged, and I trust will be carried out, that quarters be obtained for the teacher near the garden, where he will be able to devote more time to it in the mornings and evenings. A large portion of the ground I ordered to be broken up and put under dry crops to start with, or if necessary to take the water to it. I arranged, while there, how all the leakage might be stopped and utilized on the land intended for crops. That now in use is, as has been already remarked, all more or less under shade, and, for such crops as it is intended to cultivate in the open, other land will be found preferable. With such advantages as it offers great things may be expected from this garden with small expenditure.

The boys attending the garden all seemed to handle the plough well on a small plot of ground which was being broken up although the ground was very stiff. But in the questions put to them in class they seemed to trust too much to their books and not to sufficiently observe the processes going on around them in the agricultural district about Sholápur.

It will be seen from the statements from the various schools that the managing committees are desirous of obtaining more boys of the Kunbi class to enter the school for education as well as to learn agriculture, which would be a very excellent plan, as it would spread more widely among the agricultural classes the principles of scientific agriculture. Boys of the higher classes, for the most part Bráhmins, join the classes often without intending to practise agriculture afterwards, and what they learn is therefore often lost.

The farm possesses a good pair of bullocks and sufficient implements. To carry on the various operations on the ground a new plough and winnower have been obtained from the Cawnpore farm. The plough I tried in the ground that was then being broken up, but I found it of no use for such a soil. In soil of a free, open nature it might work, but not in such as is found about Sholápur. The winnower I did not see at work, but I have no doubt that it will answer with properly arranged sieves. A very good shed has been erected in the garden in which the implements are kept and in which the men live. There is also a good cattle-shed and the whole place is really good and much may be made of it.

The agricultural teacher wished me to move in the matter of allowing him a permanent advance to carry on work with, when it is found necessary to employ extra men or women, purchase manure or repair implements, &c., and I trust the managing committee will be pleased to make an advance of Rs. 20 to 30 for these purposes.

7.—*Belgaum.*

The farm here consists of 7¾ acres, of which 6 acres are under cultivation; the remainder will be taken in hand and broken up during the slack season. The site of the farm is near the Fort opposite the travellers' bungalow and distant over half a mile from the school. The soil is poor and gravelly, being part of a Mahomedan burial-ground and consequently full of tombs, which are still being cleared away.

The crops standing on the farm land at the time of my visit were wheat, gram, tobacco, winter-jowári, potatoes, onions and European vegetables, which, although all poor, must be considered fair on such a soil and with the scanty rainfall of the past season. Manuring does not seem to have been sufficiently attended to; a plan had been drawn out by the late agricultural teacher for the year's operations, which was only partially carried out, the scant rainfall having in some measure prevented its being adhered to. As the ground now has been pretty well cleared and broken up, I have no doubt next year will show better results.

The lower part of the ground was used for rice, but had at one time more than sufficient water and at another too little, and hence suffered as did all the rice-fields in the neighbourhood of Belgaum last season.

There are two wells, one on the farm which is not used, and one on the outskirts of the burial-ground of which the farm has the use. This last well is near the large tank and has a fair supply of water in it at present, but I have been informed that it runs short in the hot season as the tank gets low.

The European vegetables now on the farm will take all the water the well can supply. On this account, as well as the poor nature of the soil, the committee were desirous of obtaining a better plot of ground, but could not succeed in procuring any better than the present one, which is convenient to the school.

I went over the farm several times in company with the agricultural teacher and pointed out what I considered should be done. I specially advised him to persevere with better tillage of his land now, as by doing so he would get rid of all the grasses, &c. Here I found the subsoil plough, such as is used in the College of Science, the only implement that could be got into the ground; it was doing fair work although only one pair of bullocks was used. Two pairs would have been better, but the funds at the time did not allow of extra cattle. During the time I remained there was a fair amount of work got through, and if carried on at the same rate the ground will have been all well stirred before the monsoon. Manure is cheap and plentiful at Belgaum. I found a trench with a fair amount of night-soil in it which the present agricultural teacher was using on the crops, but previously there seems to have been but little attention paid to manuring the ground although it was known to be poor. The ryots or cultivators about Belgaum are mostly Jains and Lingáits, and will not go near the manure, not to say use it, but it is satisfactory to find that the teacher has been able to overcome the prejudices of the men employed under him and the manure is being used on the farm. I was informed that plenty of good night-soil could be got at 4 annas per cart-load within a short distance of the farm, and this will be a great advantage in future.

The farm has one pair of bullocks, and these if carefully attended to and worked could do all the work of the farm. I had to find fault with the bullock-labour. I found they

were doing little else than raising water from the well for the crops every few days. I drew the attention of the teacher to this, and had the bullocks set to plough in the mornings and evenings when no watering was needed. There are also a good cart and other implements on the farm sufficient for the farm requirements.

The sheds on the farm are rather poor; but as the committee were still thinking of changing the site, no great outlay on the sheds would have been prudent. A single shed was here erected to keep the bullocks on the box system, but it does not answer; we have not sufficient litter or straw to bed the cattle down with, and the consequence is that the cattle are kept in a puddle of their own filth, which injures their feet. By replacing the litter with fresh earth wherever the bullocks or cattle are tied, and changing the earth every fortnight or month, the same object can be gained with less trouble. This is a matter I have always given much thought to, how to make the most manure from the cattle, for a pair of bullocks makes but a small lot in the course of the season.

The boys on the roll of the agricultural class numbered 70 and upwards. A great interest seems to be taken here in agriculture by the teacher who has brought his class well forward since he joined, and it was very satisfactory to see and learn from the Head Master the interest he takes in his work.

I was well satisfied with the way the boys answered the various questions put to them; most of the boys' fathers are land-owners and they are desirous of learning what they can to cultivate and improve their holdings.

I also drew the attention of the agricultural teacher to the importance of the improvement of fruits by grafting and budding, as the boys if taught these branches at school will be able to turn this knowledge to account whenever they find a good variety of fruit which they want to multiply. A large field for improvement exists and much can be done to improve the fruit of the country.

The accounts and the work done on the farm during the year are upon the whole fair and speak for themselves. There is only one item in the accounts I found fault with, viz., the keep of the bullocks, which was, I considered, expensive. The reason given was that grass was dear, because most of it had been burnt, but the farm and the grazing about ought to have gone a good way towards their keep.

On the whole I have had every reason to be satisfied with the way the farm was being worked at Belgaum. The present teacher is industrious and painstaking, and I have no doubt that when he gets his farm into heart he will show a good result from it.

Reports by the Educational Inspectors on Agricultural Classes in the High Schools.

Central Division.—(General Waddington).—"The agricultural class started last year had for some time 16 pupils, but the numbers gradually fell till there remained only 2 boys at the end of December. These two pupils have however passed successfully the first-year-course examination. New admissions were made in November last. The junior class formed in that month consists of 18 promising pupils, and as a qualified agricultural teacher has been available since August last, considerable progress may be looked for. The total expenditure on the class during the year was Rs. 945-0-0, the sale-proceeds of the farm were Rs. 787-0-0, and the cost per pupil amounted to Rs. 72-11-1. No fees are levied from the pupils."

North-East Division.—(Mr. Jacob).—"Of the first-year men, Vinayak Janardhan Kshire (Dhulia) and Damodar Kashinath Bharde (Ahmednagar) were adjudged the 1st and 2nd rank respectively in a list of 41 passed candidates. Twenty-one students passed the examination for the 2nd year's course. The first seven on the list were students from Násik and Ahmednagar, Násik taking the 1st, 2nd, 3rd and 6th places. Credit is due to both schools for these results, and especially to Mr. Rego who was indefatigable both in the lecture-room and on the farm.

"The new rule requiring each candidate at the College of Science examinations in agriculture to have put in at least sixty attendances in the field during the 12 months immediately preceding, has proved beneficial. No complaints have reached me this year of any irregularity in the students' attendance.

"The Kunbi-class at Dhulia was not more successful than the Industrial class to which I have elsewhere referred. The boys persistently refused to make use of bone-dust and some other manures required on the school-farm, and ultimately at the advice of the Agricultural Committee were dismissed. Mr. Kane in his annual report deprecates the committee's firmness. But if the agricultural teacher had himself shown more firmness and tact at the outset, he would, with cordial support from the head master, have entirely overcome the difficulty that arose. I cannot agree with Mr. Kane, that in point of enlightenment the Kunbis of Khándesh are a whit behind those in Násik or Nagar, in which zillas precisely the same prejudice has been encountered. It was however promptly mastered by the practical good sense of the teachers; and I think that Mr. Dadina should have been equally successful at Dhulia.

"An attempt was made to form a new class; but volunteers were at the outset confronted with what should never have been named to them or publicly recognized as a difficulty;

and they thereupon drew back. Four boys of the old class were then reinstated; but I was not myself aware, when I consented to this arrangement, that Mr. Kane had agreed to a compromise. I doubt whether it is desirable to keep up the class on the terms made; but if it is continued, I think that Mr. Dadina should be transferred to another charge.

"The Kunbi-class at Ahmednagar consists of 5 boys and is prospering. Mr. Rego also reports well of the 7 boys in the Násik class. They began work in September last and have already made good progress. Their 4 hours' daily labour on the farm is more than an equivalent for their stipends of Rs. 3 per mensem; but they also receive 2 hours' daily instruction in reading and writing, &c.

"The farm-operations at Dhulia are reported to have been unfavourable on account of a deficiency in the rainfall. But Mr. Shearer did not think highly of the way in which the farm had been worked, when he saw it last cold weather. The out-turn of crops at Ahmednagar was decidedly better than at Dhulia. Khán Bahádur Nasirwanji Kharsetji and Mr. Framji Ardesir, members of the Agricultural Class Committee, kindly contributed Rs. 43 towards the cost of constructing a double moat at the farm-well; and Mr. Wedderburn, with his usual generosity, gave the boys a valuable collection of vegetable-seeds, which the boys grew in plots of their own and afterwards had the pleasure of converting into profitable market-produce. The land of the Násik farm, which 2½ years ago was little better than a marsh, is now almost entirely reclaimed and is getting into first-rate order. Small crops of wheat, sugar-cane, ground-nut, gram, chillies, tobacco, jute, Guinea-grass, indigo, &c., were all successfully grown during the year and they realized Rs. 285 in the market, as against Rs. 152 last year. The farm has become, indeed, a desirable piece of property, as was proved some months ago by a Kunbi neighbour offering to rent it at a rate nearly 50 per cent. in advance of what we pay; and it must be added that our rent was fixed at an extravagant rate, considering the worthlessness of the land when we took it over. On the completion of our cattle-shed and store-house now in the course of erection, the Násik model-farm will be fairly entitled to its name.

"At Ahmednagar the Agricultural Class Committee continued to give us invaluable assistance in working the school-farm. They also organized a ploughing-match (open to all comers) which caused quite a stir among the agriculturists of the district and was in every way a marked success. The Committee intend to repeat the experiment next rains and to offer prizes also for agricultural produce, live-stock and implements. The Násik Committee, stimulated by the success attained at Ahmednagar, will most probably hold a similar exhibition this year at the Sudder station.

"A vital connexion of this sort between the High School Committee and the farmers of the surrounding district is obviously of extreme importance. If defective agriculture in this country is partly due to the farmer's want of knowledge, these annual exhibitions—skilfully organized—must in the end bring his ignorance home to him; and when that point has been gained, then, as it seems to me, our agricultural schools will fill and become living institutions. As a critic recently remarked in *The Times*, it was not until the great Exhibition of 1851 revealed to the people of England their national degradation in the arts of design, that South Kensington became a possible accomplishment."

Northern Division.—(*Mr. Giles.*)—"There are two agricultural classes at Surat and Nadiád. I regret that I have little favourable to report on the Surat class, where the students, while attending fairly well in the lecture room, do little or nothing on the farm. The class was visited by the Commissioner, Northern Division, who, while expressing his dissatisfaction at the state of the farm, could find some grounds for hope in the fact that 4 of the students were the sons of actual cultivators. I have before this stated my opinion that there is no chance of a class doing any real good in Surat until the Native gentlemen on the committee show that they are interested in the matter, and are willing to take a little trouble to ensure its success. As a matter of fact, except when the Revenue officers are in the station, no one, I believe, goes near the farm and the committee never meets. At Nadiád the High School class is doing well and the farm is in good order, while the teacher, a hardworking and energetic man, is much helped by the constant advice and assistance of the Nadiád Agricultural Society. With the concurrence of the Society I opened a vernacular class in February last. The Society offered 5 scholarships of Rs. 3 each per mensem, and at first many boys were ready to join, but the numbers soon fell to 4, and up till now the vernacular class cannot be said to be a success."

Southern Division—(*Mr. Russell*).—"The agricultural class at Belgaum under Mr. Pandit is doing better than before. His separate report on the working of the classes and farm has been sent to you. I notice that 13 students passed from this class (with high percentage of marks) in the last examination for the first and second year's agricultural course in High schools; and that exhibitioners for the Kunbi-class are admitted from all the four districts by Mr. Hoogwerf in communication with the Deputy Educational Inspectors. The whole thing, however, lacks local (native) interest and support, without which good results can hardly be expected."

Sind—(*Mr. Hart Davies*).—"The results of the annual examinations are given in the following table:—

	1880-81.				1881-82.			
	1st year's course.		2nd year's course.		1st year's course.		2nd year's course.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Agricultural Class attached to the High School, Hyderabad.	10	9	...	...	10	5	7	3

"From the foregoing table it would appear that the class has, by the candidates passing the 2nd year's course, proved a success. The annual examination took place in December last, and the result came out in March 1882, *vide* page 199 of the *Bombay Government Gazette* of March 10th, 1882.

"I have also established a Vernacular Agricultural class in connection with the Hyderabad High School class. Almost all the pupils who attend it will be stipendiary, the money having been provided by the Collectors of Hyderabad and Shikárpur Districts. There were few scholars at the end of the year and consequently no more details can be given here. The agricultural class will, I think, prosper. Mr. Khambata has worked well this year, and the number of pupils is considerable and they do a good deal of outdoor work. The drawback is the distance of the farm from the town, which is a discouragement to many pupils and is hard on the master. I have had a vernacular master for the last 2 years under training from Mr. Khambata and Mr. Strachan, and this year he has begun to exercise his functions as a master over the vernacular class. I endeavour to get the Zemindárs whose estates I manage to send their sons, but they are not enthusiastic about it. However, it will all come in time, and the class has now attained its full number. As the farm gets into proper order the class will be more popular".

APPENDIX G.

Remarks by Mr. Jacob on High Schools in the North-East Division.

"I would only add to the remarks, which the Head Masters have again made this year regarding the disappointing result of the matriculation examination, that so long as the minimum of knowledge requisite for passing is seen to vary largely at different centres, or within short intervals of years, it would be unreasonable to expect the Head Masters to determine beforehand with any tolerable degree of precision which of their students are likely to pass the examination. If the University standard had been fairly equable during the last 10 years, there should by this time be an accurate tradition in the High Schools of what it really is; more especially as the Head Masters and their assistants are themselves University men and are also well known to attach more importance to this examination-test than is given to it in any other country. That no such tradition exists is a reasonable inference from the complaints so frequently heard. Another fair inference seems to be that it is fallacious to rate the efficiency of a High School by the ratio which its plucked candidates bear to those who pass; for with a fluctuating standard of examination it certainly does not follow that the master, who makes allowance for the personal equation of the examiners and sends up a large number of boys, has a less efficient school than one who makes no such allowance in selecting his candidates.

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"Several donations were made to the Ahmednagar High School this year. Mr. Bejanji Chandabhai Engineer continued his scholarship of Rs. 24 per annum for the encouragement of Persian. Mr. Mohoni Moreshwar Paranjpe, a pleader in the Sub-Judge's Court at Shevgaon, gave Rs. 36 for the encouragement of Sanskrit studies. The Collector, Mr. Elphinstone, presented Rs. 50 to the Poor Scholars' fund; and Dr. Ramji Sakharam, a retired Assistant Surgeon, gave Rs. 18 to the same fund in memory of the gratuitous education which he had himself formerly received in the same school.

* * * * * *

"The number of High School students who went up for and passed the 1st Class Public Service Certificate Examination was 17, of which 11 were from the Dhulia School, 3 from Ahmednagar and 3 from Násik. The Head Master of Ahmednagar school reports that tradesmen's sons usually leave his school after reaching the 5th Standard. But this clearly is not a matter for regret. The 5th Standard, as at present constituted, is quite as high as a middle-class education should go; and, being the standard adopted for the 1st Class Public Service Examination, it is a natural goal to many, who have no intention of going to college. Parents, who are not wealthy, seem to me to take a very sensible course in withdrawing their

sons at this stage. The difficulty which natives of this Presidency are said to experience in obtaining remunerative employment may in this way find its own solution. The matriculation examination was not originally designed, nor is it in my opinion really fitted, to be the crowning stage of a middle-class or commercial education. I must confess however that the employment-difficulty does not seem to have been fairly made out. It is not proved by the fact that patrons of desirable Government appointments frequently receive 200 or more applications for a single vacancy, unless it is also shown that the great majority of the applicants are without any employment or are in needy circumstances. In my own Division during the last two years I have had very considerable difficulty in securing matriculates even for English teacherships carrying salaries of Rs. 25 per mensem with pension-rights; so that here, at all events, we seem to be on the wave of a re-action.

"Much has been done during the year to develop what in England would be termed a 'modern side' in our High Schools. Every student is now offered the opportunity of learning, not only from books but in the field, laboratory or workshop, elementary chemistry, astronomy, botany, agriculture, drawing and mechanics. At Dhulia also there was the Industrial class for instruction in joinery. In addition to this the masters at Dhulia and Ahmednagar have at my suggestion begun to form a school-museum of natural history. Most of the objects were presented by the boys themselves, who took a lively interest in getting up the collection. Mr. Keskar at Ahmednagar mentions that the Curator of the Victoria and Albert Museum and the Principal of the College of Science in Poona will be able to give him valuable assistance from their surplus stock of specimens. But the Head Master may also count upon the cordial support of an eminent naturalist close at hand, the Revd. S. B. Fairbank, who has already given substantial assistance in this respect to the Government Anglo-Vernacular school in the town."

APPENDIX H.

Extract from the report of the Educational Inspector, Central Division.

Remarks on Middle Class Schools (Government) 1st Grade Schools.

"In all 1,518 boys were examined under standards I to V, and 603 passed under all heads as follows:—In Mathematics 1,238 or 82 per cent; in Vernacular 938 or 62 per cent.; in History and Geography 933 or 61 per cent.; in English 930 or 61 per cent.; in all heads 603 or 40 per cent., a very decided improvement on last year. My remarks in reporting on the High Schools are more or less applicable to their ancillary portions. The percentage passed under all heads in the Poona schools shows a considerable increase. In Ratnágiri a decrease of 7 per cent. is apparent. Sholápur comes out much better, and I was well satisfied with the lower classes both in this school and in the Thána school, where the percentage passed is the same as last year. I hope the improvement in the lower classes will tell favourably next year on the statistics of the High School portion. Of the remaining nine schools I have to report as follows: *Poona Camp School.*—The 1st class, a small one of 9 boys only, acquitted themselves well under the III. standard. Particularly in English they read carefully and accurately with a decidedly good pronunciation and explained well the matter read. The other classes also passed a satisfactory examination, and the Hindustáni classes acquitted themselves far better than in former years, but are still very deficient in arithmetic and history and geography. The percentage passed under all heads is the same as last year. The Head Master reports that the enhanced rates of fees have no longer any influence on the attendance, and the increase in the number of boys is due to the competency of the Anglo-Hindustáni teacher. The school-register, furniture and maps were in good order. The gymnasium, too, is well attended and popular. *Bársi Anglo-Vernacular School.*—This school was examined by the Deputy Inspector for Sholápur. I also visited and inspected the school and found it in a fair state of efficiency, with the exception of the English handwriting, which was very bad throughout the school. This defect was pointed out by the Deputy but not sufficiently noticed by him. The numbers are still very small, and were it not that the school is very largely supported by the Municipality, I should be inclined to recommend its abolition. The percentage passed under all heads is the same as last year. *Pandharpur Anglo-Vernacular School.*—This school was examined by the Deputy Inspector, Poona. The attendance shows no increase, but the results of the examination are creditable and the percentage passed is considerably higher than last year and would have been better but for failures in History under the lowest standard. *Kalyán Anglo-Vernacular School.*—This school was examined by me in November last, with the assistance of the Deputy Inspector, Thána. The results were satisfactory as compared with those of last year. In Mathematics the 3 highest classes did very well under Standards III, IV and V, but under Standards I and II the arithmetic was deficient. In 2nd language however the V Standard boys had been much neglected and the Sanskrit teacher had really taught them nothing. The IV Standard did better. The vernacular under Standards I to III was fair. In History and Geography all the classes did fairly, and in English the results were throughout satisfactory on the whole, and the percentage passed under all heads shows an increase of 3. The gymnastic apparatus has been added to and is appreciated. The library has been carefully catalogued since last year. The furniture and dead stock was found in good order. *Fort Branch School, Bombay.*—This school was

examined by me in January last, and was found, on the whole, in a very satisfactory state of efficiency, the total number passed and percentage showing large increases : 60 boys were sent up during the year to the entrance examination of Elphinstone High School, of whom 45 passed. The drawing class attached to this school numbered at the end of the year 54 pupils against 47 last year. The Head Master reports that this number has been kept up by great persuasion and trouble. The fee-receipts for this class amounted to Rs. 168-4-0 against Rs. 95 last year, and the expenditure to Rs. 164 against Rs. 72. *Jagannath Shankarsett School, Bombay.*—This school was examined by me, assisted by the Deputy Inspector, Maráthi Schools, Bombay. The first class under the III Standard did well in all subjects, except History andGeography, weakness being particularly shown in the first-named subject. The 2nd class under the same standard did fairly in all subjects, and the 3rd class under the same standard did well. But the 4th and 5th classes under the Second Standard were very much neglected in every particular and especially in English. The 6th class under the same standard did much better, though in arithmetic they were very poor. The 7th class under Standard I was also indifferent especially in vernacular, and it is evident that boys are admitted to the school without a sufficiently strict preliminary examination. On the whole, however, the results of the examination were better than last year, and the numbers and percentage passed under all heads has greatly improved especially in the higher standards. Out of 58 sent up to the Elphinstone High School during the year 48 passed and were admitted. The drawing-class had 20 boys on the rolls at the end of the year against 55 last year. The decrease is probably due to the novelty of the class having worn off. The fee-receipts of the class amounted to Rs. 88-4-0 against Rs. 87 last year, and the expenditure to Rs. 164 against Rs. 72. *Gokhaldas Tejpal Anglo-Vernacular School, Bombay.*—The school was examined by me with the assistance of the Deputy Inspector, Gujaráti Schools, Bombay. The results under the III and II standards were very satisfactory in Arithmetic and English, satisfactory in Vernacular, but not quite so in History and Geography, the former subject being specially weak. Of two classes examined under the 1st Standard the higher did extremely well in all subjects, the lower not quite so well, but considering the large proportion of boys newly admitted the results were quite satisfactory. The drawing-class is reported to be progressing well. The number at the end of the year was 93, exactly the same as reported last year, the average attendance being 84. The fee-receipts of this class amounted to Rs. 275 against Rs. 148-8 and the expenditure to Rs. 280 against Rs. 168 last year. *Fanaswádi Anglo-Vernacular School, Bombay.*—The results of the examination were decidedly satisfactory and showed much improvement on former years. The number passed under all heads this year was 70 against 23 last year, and the percentage 46 against 21. But writing to dictation in English is not sufficiently practised, indeed in the III Standard class it seemed to be entirely neglected and the handwriting throughout the school requires more careful attention. The defects complained of last year in History and Geography were in a great measure removed. The school, however, is still behind the other Bombay schools. The drawing-class had 21 boys at the close of the year against 61 last year. The amount of fees realized was Rs. 52-12 against Rs. 28 last year, and the expenditure Rs. 82 against Rs. 36. *Chundanwádi Anglo-Vernacular School, Bombay.*—This school was examined by me early in January last, with the assistance of the Deputy Inspector, Gujarati Schools, Bombay. Of the highest class 18 boys had been sent up to the Elphinstone High School entrance-examination in December and all passed and joined that school. The upper half of the II class did well in all subjects, the lower half still showed some deficiency in History and Geography The III class also did well except in History and Geography. The IV class did well generally, though some fault was found with the handwriting. The V class was not so satisfactory. A very large proportion of boys, one-third at least, absented themselves from the Arithmetic and English examinations, and the rest did very indifferently. The VI class were not sufficiently advanced to pass under the I Standard in English and were somewhat weak in History and Geography, but on the whole had made fair progress. On the whole however the results of the year's examination were better than last year, and of 44 boys sent up to the High School 35 passed. The number in the drawing-class stood at the close of the year at 56 against 61 last year and there was a marked improvement in regularity of attendance. The fee-receipts of this class amounted to Rs. 169-8 against Rs. 83-4 last year and the expenditure to Rs. 137-5-4 against Rs. 84 last year."

2nd Grade Schools.

"Out of 349 examined under Standards I to III, 147 or 39 per cent. passed, against 401 examined and 167 or 41 per cent. passed last year. The percentage passed under all heads in the Poona Schools is the same as the last year. In Ratnágiri, the number examined from one school only is very small, but the percentage passed is very high and shows a considerable advance. In the other collectorates a falling off is perceptible.

"*Poona Collectorate.*—The number of schools decreased by 2, owing to the withdrawal of the Municipal contributions at Talegaon Dábháda and Talegaon Dhamdhara necessitating the closing of the English classes. Junnar and Sásvad are taught by matriculated teachers ; Bárámati by a certificated English teacher, and Ghodnadi by a man holding a 1st class Public Service Certificate. The Deputy Inspector reports unfavourably of the English writing, history and geography under Standard I in the Bárámati school, but with this exception the examination results were satisfactory and the school appears to be well managed and efficient. The class at Ghodnadi is reported to be in an efficient state except as regards

reading and pronunciation. At Junnár the pupils under Standard II. did not do well in dictation and those under Standard III in arithmetic. Their reading was hurried and indistinct and their explanation was also not good. The school on the whole was found less efficient than last year. At Sásvad the 1st Standard boys did not do well in arithmetic and geography, and the 2nd Standard boys in grammar. Their reading was also hurried and indistinct. But notwithstanding these defects the school is reported to be progressing. It is noteworthy that notwithstanding the decrease of 2 schools more boys were presented and passed under Standards II and III than last year, and that the percentage of passes under all heads shows no decrease.

"*Sholápur Collectorate.*—Last year there were no 2nd grade Anglo-Vernacular schools in this collectorate. In July last a class was opened at Karmala with a matriculated teacher, the Municipality having undertaken the entire cost. At the examination under the 1st Standard the boys did well in English and arithmetic but were deficient in vernacular and in history and geography. Considering the short time the school has been in existence, it is reported to be making fair progress.

"*Sátára Collectorate.*—The Deputy Inspector reports that the schools at Karád, Wái and Vita, especially the first, were found to be in an efficient state. The school at Tásgaon had to be closed for a few months during the year, the Municipality of the place having for a time refused to pay their promised contribution. As a consequence the school did indifferently at the annual examination. There is a prospect of an English class being opened at Ashta in June next.

"*Ratnágiri Collectorate.*—The only school of this grade in the collectorate is at Chiplun. The number on the rolls shows no increase. It is taught by a Matriculated teacher and is partly supported by the Municipality. The Deputy Inspector examined it and found it in an excellent state, all the three classes having done well. The attempts made by the Deputy to raise the Rajapur and Vengurla schools to the rank of 2nd grade Anglo-Vernacular schools have failed partly owing to want of assistance from the local municipalities. It appears too that there is no great number of boys at those places desirous of learning English. At Málván and Vengurla, however, private English schools have been opened, attended by 20 boys each. They profess to teach up to the IV Anglo-Vernacular standard. The Deputy who visited both reports more favourably of the Málván than of the Vengurla school.

"*Thána Collectorate.*—The number of schools is the same, but the number on the rolls shows a considerable increase of 45 pupils. The receipts from fees also show an increase of Rs. 140. With the exception of the Anglo-Portuguese school at Thána, all these schools are more or less supported from municipal and popular contributions, and are taught by matriculated teachers. The Deputy reports that they are all in a good state of efficiency.

"*Kolába Collectorate.*—There are still no second grade Anglo-Vernacular schools in this collectorate.

"*Bombay.*—The number of schools in Bombay is the same as last year and the number of boys on the rolls shows a small increase. The 3 Maráthi 2nd grade Anglo-Vernacular schools are not in a very advanced or satisfactory condition. In the 3 Gujaráti schools only the I Anglo-Vernacular standard is taught and they are in a still more backward condition, no pupils having been presented under standards. This was partly owing to recent transferences to 1st grade Anglo-Vernacular schools, and the Deputy reports that the results of the entrance-examinations were favourable and satisfactory. From his occasional visits the Deputy Inspector also reports that they are making good progress. The numbers admitted during the year from these schools into the 1st grade schools, to which they are feeders, was 94 (5 from the Maráthi schools and 89 from the Gujaráti schools)."

APPENDIX I.

Statement showing the Receipts and Disbursements of the Local Fund Budget in each Collectorate.

Collectorate.	Opening Balance 1st April 1881.	Receipts. Cess.	Provincial Grant.	Fees.	Municipal Grants.	Miscellaneous.	Total.	Expenditure.	*Closing Balance 31st March 1882.	Number of Schools on the Local Budget on the 31st March 1882.	Number of Scholars in Local Schools, 31st March 1882.	Increase or Decrease of Local Schools during the year.	Increase or decrease of Scholars in Local Schools during the year.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.				
Central Division.													
Bombay	5,712 13 10	...	11,563 0 0	16,905 11 0	17,500 0 0	208 0 2	51,889 9 0	41,753 15 11	10,135 9 1	51	4,931	4	536
Poona	5,184 5 6	32,963 13 10	17,532 0 0	11,491 0 6	1,911 5 0	358 14 11	69,441 7 9	59,057 9 9	10,383 14 0	247	13,136	9	1,764
Sholápur	29,844 9 2	25,639 15 0	10,800 0 0	4,613 6 8	3,580 0 0	208 9 4	74,686 6 2	38,400 14 9	36,285 9 5	170	6,950	5	184
Thána	13,818 12 6	30,379 10 9	19,655 0 0	6,791 10 6	817 5 7	2,676 9 10	74,139 1 2	51,205 9 4	22,933 8 10	150	9,685	6	1,109
Kolába	7,846 6 7	15,982 3 6	8,240 5 4	2,826 11 6	123 0 0	1,662 4 2	36,630 15 1	24,947 12 7	11,683 2 6	77	4,853	7	333
Sátára	35,316 8 1	44,549 12 7	17,387 0 0	9,434 12 0	1,157 0 0	516 9 9	1,08,361 10 5	65,708 8 9	42,653 1 8	232	13,059	2	876
Ratnagiri	3,839 9 2	20,304 6 2	19,008 0 0	5,707 5 3	240 0 0	339 15 1	49,439 3 9	37,864 11 0	11,574 8 9	127	10,415	10	1,597
Total ..	1,01,563 0 10	1,69,769 13 10	1,04,185 5 4	57,770 9 5	25,328 10 7	5,970 15 4	4,64,588 7 4	3,18,939 1 1	1,45,649 6 3	1,064	63,029	43	6,399
North-East Division.													
Khándesh	85,381 8 5	68,828 3 0	18,906 5 4	12,357 5 6	2,130 0 0	6,117 8 0	1,93,720 14 3	95,470 5 2	98,250 9 1	348	20,650	38	2,253
Ahmednagar	16,798 9 1	29,378 3 1	16,000 0 0	7,699 3 6	773 5 0	159 13 10	70,809 2 6	51,963 7 10	18,845 10 8	244	13,119	32	2,457
Násik	41,250 15 10	38,166 4 10	16,500 0 0	8,308 7 3	137 8 9	315 3 7	1,04,678 8 3	54,384 4 6	50,294 3 9	249	12,513	52	2,325
Total .	1,43,431 1 4	1,36,372 10 11	51,406 5 4	28,365 0 3	3,040 13 9	6,592 9 5	3,69,208 9 0	2,01,818 1 6	1,67,390 7 6	841	46,282	122	7,035
Northern Division.													
Ahmedabad	23,355 6 2	41,563 8 5	14,194 10 8	8,302 6 6	1,565 0 0	2,334 3 3	92,320 3 0	58,627 14 1	33,692 4 11	174	13,440	7	1,004
Kaira	26,345 2 1	57,717 2 8	9,327 0 0	8,206 13 0	...	1,058 11 3	1,02,714 13 0	65,977 7 7	36,737 5 5	197	16,942	−1	1,176
Panch Mahále	4,651 3 3	6,366 0 4	8,619 5 4	1,393 8 6	300 0 0	423 14 7	21,754 0 0	15,364 5 6	6,389 10 6	58	3,897	19	1,103
Broach	39,614 11 0	59,216 3 5	1,000 0 0	5,823 2 6	....	468 9 3	1,05,822 10 2	58,239 5 8	47,583 4 6	209	12,866	−1	710
Surát	14,095 11 1	56,126 9 8	14,258 10 8	8,266 12 6	4,004 0 0	1,365 4 4	98,117 0 3	78,255 4 7	19,861 11 8	261	16,993	10	+ 1,254
Total ..	1,08,062 1 7	2,20,994 8 6	47,399 10 8	31,752 11 0	5,869 0 0	6,650 10 8	4,20,728 10 5	2,76,464 5 5	1,44,264 5 0	899	64,138	+34	5,247
Southern Division.													
Belgaum	22,390 3 7	33,671 14 1	16,331 8 9	8,346 14 6	1,391 7 0	2,598 15 9	84,730 15 8	51,235 15 10	33,494 15 10	190	14,556	3	3,063
Dhárwár	48,139 3 0	58 735 6 3	18,771 11 7	12,763 8 10	....	13,794 12 8	1,52,204 10 4	1,07,881 13 2	44,322 13 2	361	26,042	12	5,819
Kaládgi	30,674 15 5	32,358 1 8	12,868 8 10	5,062 2 0	720 0 0	1,717 3 8	83,400 15 7	40,122 13 10	43,278 1 9	150	9,075	−1	1,094
Kánara	5,896 12 4	18,983 10 9	9,260 11 4	3,297 5 0	660 0 0	626 12 6	38,725 3 11	30,326 7 10	8,398 12 1	107	5,997	3	−239
Total ..	1,07,101 2 4	1,43,749 0 9	57,232 8 6	29,469 14 4	2,771 7 0	18,737 12 7	3,59,061 13 6	2,29,567 2 8	1,29,494 10 10	808	55,670	17	9,737
Sind.													
Karáchi	8,379 2 9	16,515 10 4	5,595 5 0	1,940 12 0	2,208 5 0	1,049 6 11	35,688 10 0	24,784 13 6	9,903 12 6	51	3,158	8	187
Hyderabad	24,930 15 9	31,963 10 0	4,439 5 0	1,038 2 6	3,314 10 0	2,417 13 3	68,104 8 6	36,614 3 10	31,490 4 8	99	4,950	36	1,213
Thar and Párkar	629 5 6	2,005 14 0	1,926 0 0	....	963 8 0	4 0 0	5,528 11 6	5,093 1 5	435 10 1	11	817	1	18
Shikárpur	23,564 12 1	40,312 13 11	3,162 5 4	2,154 9 0	5,132 13 4	379 7 5	74,706 13 1	43,101 15 3	31,604 13 10	109	7,464	20	1,093
Upper Sind Frontier	8,408 10 0	5,673 0 0	1,542 0 0	....	....	..	15,623 10 0	3,467 15 1	12,155 10 11	8	351	....	−20
Total ..	65,912 14 1	96,471 0 3	16,664 15 4	5,133 7 6	11,619 4 4	3,850 11 7	1,99,652 5 1	1,14,062 1 1	85,590 4 0	278	16,740	65	2,491
Grand Total ..	5,26,070 4 2	7,67,357 2 3	2,76,888 13 2	1,52,491 10 6	48,629 3 8	41,802 11 7	18,13,239 13 4	11,40,850 11 9	6,72,389 1 7	3,910	2,45,859	281	30,909

* The expenditure on buildings, Rs. 1,28,173, is to be adjusted against this balance.

Remarks of Presidents of District Committees on the Annual Reports of the Deputy Inspectors.

Central Division.

Poona.—(*J. Moore, Esq., C. S.*)—"2. The increase in the fee-receipts in Government schools during the year 1881-82, noticed in para. 3 of the Deputy's report, is satisfactory.

"3. It is noted that the number of schools which meet in chávdis and dharmshálás is much too large as compared with that of old Government buildings used for schools and newly built school-houses, the former being 163 and the latter 54. Such dharmshálás used as school-houses are generally inadequate for the number of scholars. The amount of popular contributions for new school-buildings, if any have been collected, should have been stated.

"4. Judging from the statements embodied in paras. 7 and 8 of the Report, the result as regards the net increase in the number of schools and scholars is very satisfactory.

"5. Touching para. 13, I may add that more accommodation for the boys in the Vernacular School at Lonávla is urgently required.

"6. As regards para. 14, I concur with the Deputy Educational Inspector in considering the results of the examination during the year under review to be satisfactory. It is quite true that demands for new schools have been increasing in consequence of the improvement in the circumstances of the people.

"I concur in the Deputy's remarks regarding the unsatisfactory working of school committees, but it is difficult to provide a remedy, as scarcely any one takes a proper interest in education.

"7. As regards para. 20, the increase in the number of girls during the year under report was very small. The attendance in girls' schools is very irregular. So long as girls do not remain in schools continuously, no improvement need be anticipated.

"8. Judging from the table of castes, &c. in para. 25, the percentage of Mahomedans is comparatively very small, although an increase of 185 is observable. The increase in the number of low-caste boys is good so far as it goes.

"9. Referring to para. 26, it appears that out of the total number of schools in the collectorate, *viz.* 241, besides Bhore State schools, &c., 81 were examined by Ráo Sáheb V. B. Sohoni, 3 by the Acting Deputy Ráo Sáheb B. R. Sahasrabudhe, 8 by Ráo Sáheb Naro Bhaskar, and 174 by the Assistant Deputy Mr. Sathé; the last named officer has had the greatest share in the work."

Sátára.—(*W. R. Pratt, Esq., C.S.*)—"The report may be generally said to show satisfactory results. Fees and attendance show a fair increase. The attendance and fees at Anglo-vernacular schools have considerably fallen off, while at the purely vernacular there has been a considerable increase.

"The Educational Inspector is inclined to give concessions to Mahomedans over and above those given to Hindus. I do not agree with him, and do not think we are justified in treating the two religions on a different footing. Mahomedans must be given to understand that if they will not exert themselves, they must be content to see Hindus get ahead, and keep ahead of them.

"Again, the opening of Mahomedan schools is generally more of a compliment to the Mahomedans, than useful for their real education; a knowledge of Hindustani does not help them in after-life as a means of gaining their livelihood. The business of trade is carried on in the Maráthi and Gujaráti languages. Moreover, at Tásgaon the Mahomedan schoolmaster is a Hindu. One use of these schools is to provide appointments for Mahomedans, qualified to be masters, and to encourage others to qualify. If Hindus are appointed, the language cannot be well taught, and the school must be less popular than if presided over by a Mussalman.

"The Deputy Educational Inspector complains that the school committees do nothing. There is no remedy for this; natives like everything to be done for them, and will take no trouble to do anything that does not return them substantial remuneration. I do not know that the attention of school committees in villages would do any good, and think that the course of education is not hindered by apathy on their part.

"I note that, owing to the Assistant Deputy Educational Inspector having had two months' leave, some schools have not been examined, and would suggest that privilege leave be given, if possible, only during the monsoon months.

"It is difficult to extend education in the absence of funds, and I trust that the result of the present educational conference will be to release some funds from higher education and admit of a transfer towards the extension of primary schools.

"I note that Mr. LeeWarner last year remarked on the difficulty that appeared to exist in the way of building schools; this year again no new school has been built, though two were sanctioned. One reason for the delay that takes place is because so many authorities

have to be consulted before a school is commenced. I should like to see the task of building schools removed altogether out of the hands of the Educational Department. The Deputy Educational Inspector should fix on the location of the school and for how many boys accommodation is required, and then leave the matter in the Collector's hands. The responsibility of building will then rest with the Collector. Now if any slight alteration be suggested or the Executive Engineer asks any question, the papers go round to the Educational Inspector and the Deputy Educational Inspector, and months are wasted.

"The report on the result of education in the Native States shows fair results, but it must be remembered that every improvement is made not so much because the Chief himself cares much about it, but because he thinks it is not to his interest to show backwardness in supporting an institution that Government takes interest in. For instance, at Bhore there is not a single Bráhmin girl in the girl-school, although the Chief and all his dependants are Bráhmins. The school is only opened because female education is supposed to be a mark of progress.

"In paras. 49 and 50 the Deputy Educational Inspector treats of female schools. Their progress is very slow, but still it is rather forward than backward. Attendance is better, but I cannot find that the girls learn as much as they ought to do. Early marriage, of course, has a good deal to do with making them leave school at an early age, but there is no reason why a girl should not be able to read the 4th book before leaving school. In Gujarát they read up to the 6th before leaving.

"I notice in girl schools, that they seem seldom to get beyond the 1st and 2nd book. There is seldom more than one or two who can get any farther. They do not seem to want encouragement to attend school, but to learn after they have been two or three years at the school. As girls have not the same inducements that boys have to attend school and make good progress, the rewards and inducements held out to girls should be much more than are held out to boys, and I am in favour of giving them scholarships as is done in Gujarát and by rewarding them for attendance on a more liberal scale than is allowed for boys' schools. Small rewards every three months are to be tried so as to keep a continued interest, instead of the girls having to wait for the casual visit of some one who is interested in education and able to pay for presents. Night schools seem to be a success and endeavors might be made to increase their number.

"The Deputy Educational Inspector is in error in writing in his para. 68 that the Chief of Bhore is childless. He has a son about 4 years old. Baba Maharaj, referred to in his para. 69, is to go very shortly to the college at Kolhápur.

"Looking at the high expenditure of Rs. 1,943 put down for the Malcolm Peth Library in para. 70, I presume that this refers to the Library and Reading Room in the Frere Hall, which can hardly be called a Native Library and Reading Room."

Sholápur.—(*G. Waddington, Esq., C.S.*)—"2. With regard to the raising of the scale of fees in certain of the schools the pecuniary result has been a total increase of Rs. 51-1-0 on the 9 schools. On the other hand, the average decrease in the daily attendance which attracted my attention specially when visiting these schools (5 of them were visited by me) comes to 203·77 (see para. 3A of the Report). Under these circumstances I am of opinion that the old scale of fees should be reverted to.

"3. With regard to school building I was specially struck with the poor accommodation at Khandáli in the Málsiras Táluka. The school had only just been established when I visited it in January, and was held in a private house. I am endeavouring to secure better quarters in a temple in the village which can be adapted to make a fair school-room.

"4. The increase in the number of schools and of scholars, noted in para. 9 of the report, is most satisfactory, and it is gratifying to note that the increase in schools is due to municipal contributions. The Deputy Inspector says, and probably with truth, that we cannot now hope for any further increase, but I think there is every reason to be satisfied with the existing state of affairs, which is as good as the state of the funds will allow.

"5. I am sorry to have to agree with the Deputy Inspector (para. 14) in the fact that as a rule the local school committees do not show any great interest in their work. New schools are, as he observes, needed, but at present there is a want of funds.

"6. With regard to the inspection of schools by the Collector and his assistants, the number visited between 1st April 1881 and 31st March 1882 was as shown below :—

By Mr. Muir (my predecessor)	13
By myself	36
By Mr. Alcock...	39
By District Deputy Collector...	14
By Mr. Sorabji Padamji	17

"The results of the inspections were communicated to you from time to time. I think that the visitations by Revenue officers exercise a beneficial effect."

Kolába.—(*W. A. East, Esq., C.S.*)—"The first point requiring notice is the small amount of municipal contributions. There are only 4 municipalities in this district, all of them badly in want of funds. Three of these have incurred heavy expenditure on water-works, out of proportion in fact to their incomes, whilst the fourth, Mahád, is adding considerably to existing taxation, its revenue being insufficient for ordinary expenditure. In spite of this it is contributing a very handsome sum to a new school-house, the need of which has long been pressing. The municipalities of Pen and Alibág will be reminded of the desirability of making some contributions towards Government schools. It is not quite correct to say that the latter gives nothing towards education, when it assists the Mission school (a most useful institution supplying the place of a Government English school) with a monthly grant of Rs. 20.

"2. The net increase of schools and scholars is alike satisfactory, and the attendance compares favourably with that in other districts. In some schools I have visited more regular attendance would be the reverse of beneficial owing to the insufficiency of school accommodation.

"3. Here, as elsewhere, the large proportion of little boys is rather a discouraging feature. Very few that leave school before 12 or 13 retain much of what they have learnt, and even of those that stop longer only a small proportion outside the clerical classes, read or write for their own pleasure or profit in after-life. It may seem a pessimist view to take, but I feel sure that as regards two-thirds of the boys and nineteen-twentieths of the girls our primary schools are little better than establishments for keeping children out of mischief, still they deserve encouragement as containing the germs of better things, and educating the children in a sense, though not adding materially either to their intellectual powers or acquirements.

"4. As pointed out by the Deputy Educational Inspector, a large number of villages are still unprovided with schools. No opportunity will be lost of recommending their introduction when funds are available and the people are likely to be appreciative. From the number of schools it has proved necessary to close this year, the latter point does not seem to have been in all cases steadily borne in mind.

"5. It is satisfactory to find that a new girls' school was open during the year at Pen, less from any immediate results to be looked for than as suggesting that female education may some day take a more prominent place than it already does. I am led to remark thus from my inspection of the Alíbág girls' school, which, after being 15 years and upwards in existence, is attended by a large number of very good little girls, and half a dozen of larger growth, of whom three or four can read and write tolerably. A good mistress is much required for the Alíbág school, and if one could be found for the girls' class at Mahád to hold a separate school, the attendance would no doubt be improved.

"6. A school-house is much required at Alíbág, the school being now held in no less than three detached buildings.

"7. The Revdanda school-house has been condemned as dangerous by the Public Works Department, and if on further investigation this opinion should prove correct, it will have to be pulled down and rebuilt on the same site.

"8. For neither of these necessary buildings will popular subscriptions in at all sufficient quantity, I fear, be forthcoming.

"9. As pointed out by the Deputy Educational Inspector, there is a strong desire for increased educational facilities on the part of the people of this district, quite beyond my experience elsewhere, but this, though gratifying as showing their appreciation of the work of the Department, is to some extent embarrassing in the absence of funds. In many instances, however, they can be induced to contribute if the prospect of a new school be held out to them, though not so ready with their money in support of an old one.

"10. The agricultural and semi-agricultural classes are fairly represented amongst the scholars as shown in the statement. If, however, a similar inquiry were made as regards the higher forms in each school they would not, I fear, show so well."

North-East Division.

Ahmednagar.—(*John Elphinstone, Esq., C.S.*)—"I beg to notice the satisfactory increase in the receipts from fees during the year 1881-82. Rs. 845-11-6 is a large increase in a year when the rural population have been in a state of much distress from want of rain in 4 tálukas of this district, so that the population have to a great extent left their homes owing to a want of fodder and water. The increase in school attendance and school-fees in other tálukas must have been much in excess of the previous year to so much more than make up for the loss of population in the four northern tálukas. The lowering of school-fees in favour of Mussalmans is likely to induce many Mussalmans who are often very poor to send their boys to school when otherwise they would not do so.

"2. From the 6th para. of the Deputy Educational Inspector's report it appears that he and his assistant examined respectively 134 and 117 schools. I consider this shows a very

satisfactory amount of work as their examination is in all cases a long and thorough one, and the Assistant Deputy was, to my knowledge, very ill with fever for some time in March, which reduced his strength very much. I regret I was not able to visit more schools in company with the Educational officers, but as Revenue officers, as a rule, enter their remarks in the visitors' book, no matters of real importance connected with schools visited by Revenue officers are likely to escape being brought to the notice of the Educational Department. The increase of 31 schools and of 2,466 scholars is, as noticed by the Deputy Educational Inspector, a very satisfactory sign of the increased interest in education taken by the people of this district.

"3. I agree with the Deputy Educational Inspector in recommending that the abolition of the re-admission fee be made permanent, people, especially agriculturists, often remove their sons from school temporarily, and it would operate against their ever coming back to school if a double fee were asked before the boys could be re-admitted.

"4. I am glad to see from Table VI. showing the results of his examinations in the Government and aided schools that the Deputy Educational Inspector has been properly strict in his examinations; especially should strict attention be paid to the kind of handwriting in both English and Vernacular schools. Many young men who are now in Government service or who have passed the educational test in former years, write such indifferent hands as to make but poor clerks, either in their own language or in English. The copying of good copy-books in large handwriting should be made a *sine quâ non* in all junior classes of Government schools. In some Vernacular schools I have noticed that the copies sent for the scholars' imitation are written by the master, who did not always write so good a hand as could be obtained in the printed copies of Mr. Ranade's handwriting, which are sold at a very low price. I would suggest that where this is noticed by the Educational authorities the master be told, instead of setting his own copies, to furnish the scholars with printed copies of copper-plate handwriting.

"5. I do not see that the increased desire to learn the Modi standards is to be regretted as suggested by the Deputy Educational Inspector. Modi or running hand is of more practical use to the scholars in after-life than to know how to read and write the printed character. The defects in pronunication, where due to defects in the pupils, is a matter within the power of the Educational Department to correct, for if masters who cannot pronounce properly were rejected, there would always be plenty of applicants available who are able to teach their pupils a good pronunciation. The same remark applies to masters who do not write good hands, who cannot therefore teach a good handwriting to their pupils.

"6. It is gratifying to observe an increase in the number of girls' schools and of female scholars, 1,478 against 1,256 at the close of the preceding year. This shows a decided progress in the last 12 months. The increase in the number of Mahomedan scholars is also satisfactory; the opening of five night-schools and the demand for more, though as yet much has not been done in that direction, shows that there is a demand for education among the labouring classes. I trust the Deputy Educational Inspector may be able to carry out his intention to grant the request of the people for these schools as far as his funds will permit.

"7. With reference to the Deputy Educational Inspector's remarks on low-caste schools at Kanhur in Párner and elsewhere, I am able to add that at Kanhur a school will soon be started by the American Mission, so it is not necessary for the Educational Department to do so. In the same way at Bhingár the school is in the Mhárs' chauri, which is in urgent need of repairs; in such cases it would not be unreasonable to give a small grant from the Educational Budget to help the Mhárs to repair a chauri which they agree to give up for a school.

"8. With reference to the 12th para. of the Deputy Educational Inspector, I would notice that the Local Funds Committee lately decided that it was better to have school-houses built by the Public Works Department than by Mámlatdárs. It is true that where accommodation is required for 100 or more boys our Revenue authorities who have no training in architecture are seldom able to build houses both cheaply and permanently, with at the same time a fair amount of light and ventilation. At the same time it is sometimes possible to hire a house which is pretty substantially built, is well suited to the purpose, and is also far more economical than one which would be constructed by the Public Works Department is likely to be. I would here instance two schools which I have seen which are good examples of what I mean: the school at Kopargaon was recently built by the Public Works Department on the most improved modern principles, but it cost many thousands of rupees and is likely to be hot at this season in the middle of the day. It can accommodate about 150 boys. At Párner, on the other hand, is a school-house which is a dwelling-house turned into a school-building. It is cool, light, airy and commodious, and it is hired at the moderate cost of 2 or 3 rupees a month. At Kanhur, in Párner, I have lately seen a house belonging to a Brahmin at Toka, which might be bought for Rs. 800 or a thousand at the outside. It would then accommodate 100 scholars; the school at Kanhur is now held in a part of the chávdi which is not large enough for the wants of the village, which is a large one. The number of scholars now is few, which is perhaps due to the fact that there is no accommodation for more pupils in the present building.

"9. It is gratifying to see the interest taken in physical education by the Deputy Educational Inspector. In some schools I have visited, at Shrígonda, for instance, there was a fair gymnasium in which the school-master was able to teach the boys, though there was no professional gymnast. I agree with the Deputy Educational Inspector that the school committees seldom take any interest in the schools in their villages. This is to be overcome by the Mámlatdárs and Government officers sending for them when they visit the schools and enlisting their sympathies in favour of education, but where the committees are not composed of men of much education, it must be doubtless difficult to infuse any interest in the subject of education into them.

"10. In his 32nd para. the Deputy Educational Inspector shows that ten students from the agricultural class attend schools at Nagar. These are poor lads who are being taught farming at the expense of the Local Funds of the zilla. As yet they have not made much progress in either farming or school learning; the new agricultural instructor says they have not yet been taught anything of the science of agriculture. This is probably because the late agricultural instructor did not know Maráthi, the only language these boys talk. The need of a good agricultural education for boys in this zilla is undeniable, but the land and farm-stock in the agricultural school-farm are as yet rather too limited to teach this to any great extent, and the distance of the farm from the schools where they learn writing and arithmetic causes the boys to lose much time on the way to and from the farm. It would be better if the school for their instruction could be on or close to the farm, so that less time would be lost in going from one to the other."

Násik.—(*W. Ramsay, Esq., C.S.*)—"2. The increase in the number of primary schools and scholars is no doubt very satisfactory, and goes to prove that the falling off in previous years was due solely to the famine and its effects. The increase in the number of scholars is due almost entirely to the schools newly opened. I do not find that in the older schools attendance is increasing. New schools are always popular at first, but after a time they fall off and become stationary.

"3. I cannot say I feel very anxious to see merely a large number of schools and scholars on the books to serve as a boast for the department. If money is available I would rather see it expended in raising the pay and status of the lower masters and thus improving the quality of the teaching. I have repeated *usque ad nauseam* the opinion that so long as masters receive less than the pay of peons, a very high order of teaching cannot be looked for. Masterships are now only sought after by those who can get nothing else to do.

"4. The Anglo-Vernacular schools are not to me a subject of rejoicing. I find boys commencing to learn English before they have been grounded in their own language, and that during their course the vernacular is sacrificed to the English. Again, the English education is not carried far enough to be of any use in itself. Of those who reach the 3rd standard, few have the means, even if they have the inclination, to pass on to a High school. The result is that they fall between two stools, and know neither English nor Maráthi. I do not propose to throw the expense of the higher standards on public funds. If people wish their sons to learn English they must pay for it. I should be inclined to suggest that no boys be allowed to take up English unless under some guarantee that they were able and willing to prosecute the study further, either by paying for additional standards in the Anglo-Vernacular schools or by joining a High School; anyhow, the present system is most unsatisfactory.

"5. As regards the inferior schools, my chief complaint is that the boys are not taught intelligently, but as mere machines, and also that the reading of the Modi written character is too much neglected, seeing that it is about the most useful along with arithmetic of all acquirements in after-life. More time should, I think, be allowed for this branch of study.

"6. The increase in the number of Mhars' schools is very satisfactory.

"7. The night-schools, too, are gaining ground, but they are largely attended by boys who herd cattle in the day-time; this is I believe not in accordance with the object of these schools: still these boys are a class who have to be considered, as poor parents are obliged to make their children contribute to the family income.

"8. The girls' schools I fear do not lead to much result in the end; still they seem to keep the children clean and out of mischief. I think it would be a good thing if a little plain sewing could be taught as well as other things.

"9. The Hindustani schools are, I regret to say, few, and mostly very backward; but since the reduction in fees the attendance has increased. Very many Mahomedans still seem to think that instruction in the Kuran is all that is needed.

"10. I am very much pleased at the introduction of gymnasia. Museums also may be made a very useful means of imparting general information and getting boys to think intelligently about all they see in every-day life."

Remarks on Annual Reports by the Deputy Educational Inspector and Assistant Deputy Educational Inspector, Surat Sub-Divisions. (From Messrs. WHITWORTH *and* OOMEDRAM RANCHORDAS).

"No. 291 of 1882.

Surat, 22nd April 1882.

Northern Division.

I am sorry that the Kaliparaj schools, as a whole, only maintain their last year's position and show no progress. As some of them (Baldha, for instance) are decidedly successful, perhaps the same sort of Master might succeed also in backward places like Kasvav.

2. I would suggest that the Talati be generally placed on the school committee. He is not indeed so much identified with the village, but on the other hand he has himself usually more education than the ordinary member. Besides, he has some extra influence as an official, and if brought into connection with the school he would often form a valuable independent opinion as to its management, and his occasional transfer would enable him to judge of one school by his previous experience of others, and where he has charge of more than one village he might be used to press the advantages of the school on the people of the villages where the school is not.

(Signed) G. C. WHITWORTH,
Assistant Collector.

No. 185 of 1882.

Camp Dadhwan, 29th April 1882.

The condition of the schools visited by me was generally good, except that of Nogama and Ghodsamba in the Mándvi Táluka. The number of Bhil boys attending the Nogama school is greatly reduced since I visited it last year, and the attendance at the Ghodsamba school has also decreased. This is owing to the want of attention on the part of the present new masters of these schools.

2. I agree with Mr. Whitworth's suggestion in the advisability of placing Talatis on the committees of the schools in their respective villages. Being better educated than other ordinary members and possessing influence, their connection will, it is hoped, tend to improve the condition of the schools.

(Signed) OOMEDRAM RANCHORDAS,
District Deputy Collector, Surat.

No. 268 of 1882.

Camp Tarsada, 1st June 1882.

Forwarded to the Director of Public Instruction. The undersigned concurs with Messrs. Whitworth and Oomedram in their suggestion to place the Talatis on the school committees, and has given orders on the subject.

(Signed) J. G. WHITE,
Collector and President, L. F. C. S."

Ahmedabad.—(*J. B. Richey, Esq., C. S.*)—"The report shows that satisfactory progress is maintained both as regards quantity and quality of education. There has also been an improvement in attendance since last year, though I may remark that the total given for schools and scholars seems to be framed on some system which is not intelligible at first sight, and I cannot compare it with last year's return.

"2. The improvement in attendance appears clearly in the statement given in VIII (Results), para. 3, from which it would appear that some special cause, probably social, operated last year and the year before to cause irregular attendance, as the average previous to 1879-80 is higher than any subsequent year. Even the improved attendance of the year under report is short of the average of those from 1875 to 1878.

"It would seem from the statement that in 1875 (the first year mentioned) 160 schools had an average on the books of about 60 each, with an attendance of about 40; while the year under report shows 174 schools with an average of about 80 pupils, but an attendance of 50. It may be that a large addition of new pupils, such as has taken place in the last two years, is likely to produce unfavourable results on average attendance.

"3. The improvement in attendance in girls' schools in the year under report is highly satisfactory, as irregularity is the serious defect which retards the progress of these schools more than any other.

"4. The return for the five years is particularly satisfactory as regards 'quality' of education, the increase in the numbers passed in higher standards, particularly the 3rd and 4th, being much greater in proportion to previous years than the general increase of scholars. This is probably due to the improvement in the qualification of masters, in which there is still much room for progress.

"In schools inspected by me I find the general intelligence and mental readiness of the upper classes of scholars is far more developed than it used to be: this is the best evidence of improvement in the qualification of teachers.

"5. The remark as to the improvement in quality of work applies in a marked degree to the girls' schools in which the increase in the proportion passing examinations is much greater than the increase of pupils. It would have been satisfactory if the Deputy Educational Inspector had noticed the case of the Dholera schools which affected unfavourably results last year in respect to girls' schools. Every effort is needed to improve attendance in these schools. I have found girls 5 years at school working with those of 2 and 3 years.

"6. The Deputy Inspector's effort to bring indigenous schools under regular inspection has had some measure of success. It may be hoped that in the large cities and towns the profession of teachers will become a profitable one; and wherever there is assurance of a fair supply of qualified persons, it may be well to raise the fees of Government schools cautiously to an amount that would encourage competition by really qualified teachers.

"7. At my request this year the Inspector has caused data to be supplied in the Deputy Inspector's reports showing the maximum of pupils and attendance ever attained in the school under report. These have given a datum of comparison that was wanting, and though for many reasons the standard may not always be a fair one to test the efficiency of present masters, it must in the average of cases be a safe criterion of what can be done under favourable conditions.

"8. The Deputy Inspector notes among the officials of the districts who have aided in the establishment of libraries, Ráo Sáheb Lalshanker Umiashankar, Subordinate Judge of Dhandhuka, and Ráo Sáheb Motilal Chunilal, late Mamlátdár of Parántij. Both these officers are to be noticed for the interest taken by them in education, and Mr. Lalshankar Umiashankar is conspicuous for zeal in promoting institutions of education and benevolence."

Kaira.—(*G. F. M. Grant, Esq., C.S.*)—"2. The increase in the number of students presented for examination is considerable, and the reasons are detailed in para. 2 of the report, but probably good has resulted from increased interest displayed by school committees.

"3. I am afraid I do not entirely understand para. 5 of the report which says there has been an increase of 33 schools made up of 34 classes, and goes on to say that '18 such classes already existed when 16 more were opened during the year.'

"4. It is most satisfactory to note that Christian boys have attended two schools without much reducing the total number of students.

"5. Mr. Kennedy, the Assistant Collector, expresses himself unfavourably regarding night-schools, but they are experimental, and inexpensive, and may in time effect good.

"6. I am sorry the English class at Mahudha has fallen through; when at Kapadvanj, the people expressed a desire that English instruction should be provided there, as I believe was formerly the case.

"7. I am surprised (para. IX, head 3) to find Urdu schools occupying a high rank in any respect. I was not, on the whole, favourably impressed by those I visited.

"8. I am inclined to think that indigenous schools had better be left entirely to themselves, for the present at all events.

"9. With reference to para. 31, Mr. Kennedy says:—'The establishing of school committees has, I am happy to say, proved very successful; the members, as a rule, I have found pay regular visits to the school, and take interest in it. I have found marked improvement where the school committees are intelligent and take an interest in their schools.' I may add that notice is taken of any slackness on the part of these committees.

"10. As all points of detail occurring to myself or my assistants are brought at the time to the notice of the Educational Inspector, N. D., who is most prompt in attending to them, I do not think it necessary to comment further on this report, but will merely record a few facts gathered from the Assistant and Deputy Collectors.

"11. Mr. Kennedy visited 39 schools and Mr. Edalji and his successor 20; 52 schools were visited by myself.

"12. Mr. Kennedy expresses dissatisfaction with the progress of the girls' schools in his charge, and my observation disposes me to concur with him. I am, of course, aware of the great difficulties to be contended with. The Kapadvanj school (not in Mr. Kennedy's charge) impressed me very favourably, and is, under an excellent mistress, what I should like to see girls' schools in general.

"13. Regarding indigenous schools, Mr. Kennedy says, 'I regret to find in many cases the Government schools closing the private adventure schools, and this more especially in the small villages, where the schools are a pecuniary loss to the Educational Department. I should prefer to see the private schools supplemented, rather than supplanted, by Government schools. Where private schools exist, their existence is uncertain, and the nearest Government school-master always considers them interlopers to be superseded at the earliest opportunity by a class attached to his school.' I cannot confirm this, my attention not having been drawn to the matter, but, as said above, I would prefer absolute non-interference with indigenous schools.

"14. Mr. Bomanji Edalji Modi, District Deputy Collector, has only just joined, and there is nothing in his report worthy of quotation. He and his predecessor visited 5 schools in company with the Deputy Educational Inspector, and Mr. Kennedy 4.

"15. Finally, Mr. Kennedy says that the Deputy Educational Inspector and his Assistants did all they possibly could to make their dates for inspection of schools suit his convenience, and testifies to the generally flourishing condition of the boys' schools, as to which I fully agree with him."

Panch Mahâls—(*W. Woodward, Esq., C.S.*)—"The progressive development of education in this district during the year under report is most gratifying. There has been a considerable increase in the number of schools, in the number of scholars and their average daily attendance, as also in the amount of fees obtained. This satisfactory state of things is mainly attributable to the late good seasons following years of deplorable scarcity and consequent depression and to the civilizing influences brought to bear on the wilder tribes and more illiterate classes. Moreover, the attainment of an advanced progress far in excess of any year anterior to those of famine will effectually dispel any want of confidence in the executive staff of the Educational Department. It clearly shows that the staff is quite equal to the task before it, and that during the year it has well maintained its efficiency.

"2. Having known Mr. Madhavlal now for some time, the Collector has much pleasure in bearing testimony to his zeal and indefatigable industry. Besides being a person of a cultivated mind, he possesses tact and a fertility of resource whereby he has both gained the confidence of the people and surmounted many a difficulty.

"3. Some modification of the free lists was considered advisable, both with a view to check abuse of the privilege and because of the greater desire evinced for learning, and in consequence of the bettered condition of the wilder orders. Stricter rules have therefore been issued in the S. W. Division, while in the backward tálukas of Dohad and Jhálod the *status quo* has not been disturbed.

"4. The introduction of classes, English, girls, &c., is a step in the right direction. They provide a means of enlightenment to the aspiring few, and are likely to form the nucleus from which independent schools will eventually be created.

"5. The encouragement of a literary taste by providing access to libraries and the introduction of manuscript reading give promise of further advancement and are commendable measures.

"6. New schools are sadly wanted in many places, particularly at Godhra and Dohad. At the latter place a new building is peremptory, and must be arranged for during the current year. As regards requirements in other places their construction if left to local contributions and Local Funds will be a work of time. A spirited demand should be made for additional grants-in-aid from Provincial resources. The same remarks apply to the establishment of gymnasia, institutions without which it is difficult to preserve the *mens sana in corpore sano.*

"7. The new rules, as regards which a separate report was submitted to the Commissioner, N. D., appear to have worked fairly well, and though they were not required to stimulate the energies of the Revenue Department in matters of education, still they have been useful in directing attention to details which might have been overlooked. Local committees are as yet hardly alive to their obligations and will require continual rousing, though it is satisfactory to find that there are 'honourable exceptions.'"

Southern Division.

Belgaum.—(*A. Jervoise, Esq., C.S.*)—"The report is altogether very satisfactory, for, although, with the exception of mixed schools which have increased from 56 last year to 83 in the year under report, the number of schools is much as it was, the number of scholars has largely increased; and, which is a better proof of the success of the Department, the number of scholars who were presented for examination, and the number who passed also rose.

"2. The population of the district is given at page 2 of the report at an increase of 46,348 over what it was put at in the last report, but, notwithstanding this addition, the percentage of scholars to population is 1·74 as compared with 1·4 of 1880-81. The percent-

age of scholars to population of villages where there are schools is 3·66 as compared with 2·9 of the previous year. The actual increase has been 2,865 day-scholars and 198 night-scholars.

"3. The number of female scholars has risen in a most gratifying manner within the last two years. I find from last year's report that in 1879-80 there were 249 girls in the girls' schools; in 1880-81, the number increased to 368; and in the year under report it has made a further advance to 497. The number has thus doubled in two years.

"4. In addition to the above we have the large increase to 707 girls, as compared with 233 of 1880-81, in the mixed schools.

"5. We have thus, in 1881-82, 1,204 girls going to school as compared to 601 in 1880-81, *i.e.* a trifle more than double the number of the previous year.

"6. I am aware that a great number of these girls are acquiring but very little knowledge at present; but the fact that they attend school is a great advance beyond the state of things a few years ago.

"7. At page 14 the Deputy Educational Inspector states that the Maráthi school are placed in Maráthi-speaking villages, and Kánarese schools where the majority speak Kánarese. I would, however, strongly recommend that wherever asked for, there should be a Maráthi class in the Kánarese schools, taught up to the same standard as the Kánarese classes. There is a good deal more Maráthi spoken and used in keeping accounts in the Belgaum District, than officers to whom Kánarese is more familiar, suppose. The request for a Maráthi class has been made to me more than once when visiting Kánarese schools; and as an indication of the language which appears to be most general among the class from whom we get our kárkuns and clerks, I may mention that it has been a subject for remonstrance by probationers that they are required to answer questions at the annual examination in September in Kánarese instead of in Maráthi.

"8. I would also suggest that the maps supplied to Maráthi schools should have the names of places printed in Maráthi and not in Kánarese. In one school I found that the boys could only study the map of the district with the assistance of the master to show them the situation of places. As for finding a place for themselves, they might as well have had the names of them printed in Hebrew.

"9. I fully concur in the Deputy Educational Inspector's view (p. 27) that a fair allowance should be paid to whatever master or assistant master undertakes the work of the night classes. And generally there is no question that, with the exception of a very few, the masters of the village schools are very much under-paid.

"10. The Deputy Inspector's account (page 56) of the trained masters in the district is most lamentable. They appear to be worse than useless.

"11. There is a general outcry against the increased school-fees; but in my opinion, the fees are still so small in comparison to the value of the article purchased, and they are so well within the means of the people who are called on to pay them, that I do not think they should be reduced.

"12. I wish, in conclusion, to respectfully represent that in my opinion, and I think all, or very nearly all officers, who go about the district will agree with me, the increase in the number of children being educated arises for the most part from the pressure which has lately been put on the Revenue officers, Táluka and District, to add to the number of scholars. The Educational Inspector observes from a report that the number of scholars at a certain school is below 5 per cent. of the population of the village, he then addresses me requesting that I will order the Mámlatdár to increase it. I do so; and it is increased, the village officers having been made to understand that this must be done. I do not say that no one voluntarily sends his children to school; but I do say that, if nothing more was done than to lecture the people on the advantages of education and urge them and the committees to send the children to school, or indeed if we relaxed our calls on the village officers, there would be a terrible falling off of scholars. Some there are, and we can congratulate ourselves that their number is slowly being added to, who do see that, as a rule, their children are likely to derive advantage from going to school; and some there are who can very well gauge a master's capabilities. I am sure we are making an advance, but that advance cannot *yet* be judged by simple statistics; nor indeed is there any other conclusion to be drawn from those large annual additions to the number of scholars than that the Village, Táluka, and District officers are using their influence very strenuously to assist the Educational Department. In saying this I do not detract from the credit that is so justly due to that hardworking body, the masters; nor to such able and enthusiastic officers as he whose report I have received, Mr. Raoji Balaji Karandikar. The work done by the Educational officers and subordinates needs no eulogium from me. My object in writing what I have is simply to represent that it is not safe as yet to attribute the spread of education to a proportionately increasing appreciation of its advantages, or to deduce from it any advance in the material prosperity of the villagers."

Kaládgi.—(*C. G. Blathwayt, Esq., C.S.*)—"I have read with much interest the annua report received from the Deputy Educational Inspector, Kaládgi, with his No. 105 of 8th instant, on the primary schools in this district for the year 1881-82, and I have the honour to communicate my remarks thereon as under.

"2. The average monthly number on the rolls and the average daily attendance throughout the year in all Government schools in this district appears to have been 8322·5 and 6500·4 respectively against 7526·2 and 5842·3 of last year, showing an increase of 795·8 and 658·1 respectively. This increase in attendance is, I believe, due partly to the good harvest of the year and partly to the greater interest taken in the promotion of primary education in the schools.

"3. The number of Government schools of all sorts at the close of the year under report was 150 with an attendance of 8,975 boys against 151 schools attended by 7,981 boys of the year previous. There is thus a decrease of one school, which was ordered to be closed for want of sufficient attendance. Notwithstanding this decrease in the number of schools, there has been an increase in the number of pupils by 1,094 (*vide* para 5.)

"4. During the last fair season I have inspected about thirty-seven schools. The boys seemed to be generally making good progress in their studies. The school-buildings are mostly commodious and airy, and the conduct of the masters of those schools which I visited was, on the whole, satisfactory. I have also observed from the Inspection Reports received during the last year from the Deputy Inspector that many trained and untrained masters in this district were recommended for some extra allowances in addition to their salaries because they had done good work. This system of paying extra remuneration is, in my opinion, an encouragement, and should be strictly applied to those masters who exert themselves in improving the state of schools both in progress and attendance.

"5. It is very satisfactory to see that out of 4,600 boys presented for examination from the 2nd Grade Anglo-Vernacular schools and superior and inferior schools, more than half the number, *i.e.* 2,412, passed under different standards. From this it can be observed that the schools in this district have made remarkably good progress during the year, and credit is due to the teaching staff in this district.

"6. As regards female education in this district, I regret to see that it is not in a flourishing state. However, as attempts for its improvement are being made, I expect there will be some change for the better during the current official year.

"7. There were at the end of the year 1881-82, 4 Hindustani schools and 5 classes. The attendance in them was 412 against 232 boys of last year. It also appears that during the year two more classes were opened. These schools, the Deputy says, have improved both in attendance and in efficiency. The complaint of the Deputy Inspector regarding the necessity of trained Hindustani masters seems worthy of notice, and steps should, if possible, be taken to remove the difficulty complained of by sending trained men from elsewhere.

"8. There are 21 night classes and one night-school in this district with an attendance of 490 pupils against 480 of last year. The school is in a better state both in attendance and progress. The classes have not at all improved. To remedy this, I will write to the several Mámlatdárs to urge upon the pupils of these classes who are otherwise employed during the day, to attend them regularly.

"9. In conclusion, I have much pleasure to state that the late orders of Government on the subject of primary education appear to have been carried out promptly by the Assistant and Deputy Collectors and all the Mamlátdárs in this district. The school committees do in many places take all possible interest in their duties, and I have lately directed them to visit the schools from time to time and to note their visits on the visitors' books.

"10. In order to enable me to see what number of schools have been visited by my Assistant and Deputy Collectors during each month, while on tour, and whether the Mámlatdárs and school committee members take interest in the matter of primary education, I have issued orders to all Assistants and Deputy Collectors to submit a report in the prescribed form to me when they visit a school in the tálukas under their charge. These orders are promptly attended to. The Assistant and Deputy Collectors have also been requested to see when they visit a school whether there is any rise or fall in attendance, and in the latter case to urge upon the committees to improve it. The Deputy Educational Inspector has also been instructed to keep the Assistant and Deputy Collectors timely informed of the dates on which he intends holding the examination of primary schools, with a view to their examining such of the schools as may be convenient in company with the Deputy. According to the above instructions, some schools have been examined in the Indi, Bágalkot, Bágevádi and Sindgi Tálukas in company with Assistant and Deputy Collectors. It must, however, be remembered that it is impossible for an Assistant Collector, who has many and various duties to perform, to go much out of his way to attend an examination. He can only do so when his camp happens to be near the school the Deputy Educational Inspector is examining.

"On the whole, the results of the year under report appear to have been satisfactory, both as regards the increase in the number of scholars and efficiency, and this is very creditable to the Deputy Educational Inspector, Ráo Sáheb Ramchandra Annaji Savanur."

APPENDIX J.

APPEN

Statement of Schools on the Local Fund Budgets within Municipal

Collectorate.	Municipality.	Number of Schools and Scholars on the Local Fund Budget within Municipal limits.		Receipts within Municipal limits credited to Local			
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal limits.	Cess Receipts during 1861-12 of Villages or Towns within Municipal limits.	Municipal Grants to Local Fund Budget on account of Schools within Municipal limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal limits.
1	2	3	4	5	6	7	8
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona.	Bárámati	2	228	215 1 6	0 1 8	180 0 0	...
	Poona	17	2,351	4,533 8 0	23 14 3	600 0 0	...
	Indápur	1	155	137 12 6	2 12 9	.....	...
	Junnar	3	400	407 4 6	1 13 10	240 0 0	...
	Khed	1	163	120 6 6	0 1 2	.....	...
	Alandi	1	68	57 8 0	.....	113 0 0	...
	Talegaon Dábháda	2	136	159 6 0	11 2 5	105 0 0	...
	Lonávli...	1	85	80 10 0	4 13 4	.....	...
	Sásvad	2	280	266 9 0	0 5 11	90 0 0	...
	Jejuri	1	126	101 1 0	.....	.....	...
	Ghodnadi	2	181	196 10 0	1 9 3	283 5 0	...
	Talegaon Dhamdhera ...	1	83	76 7 0	0 6 3	.....	...
		34	4,256	6,352 4 0	47 0 10	1,611 5 0	...
Sholá'pur.	Bársi	3	280	140 6 0	13 7 10	740 0 0	...
	Karmála	1	167	154 5 0	15 8 6	310 0 0	...
	Pandharpur	4	359	302 8 0	52 13 3	1,200 0 0	...
	Sángola	2	145	111 15 0	79 8 9	100 0 0	...
	Sholápur	7	643	714 6 0	49 10 5	1,230 0 0	...
		17	1,594	1,423 8 0	211 0 9	3,580 0 0	...
Sa'ta'ra.	Málcolmpeith	1	93	100 8 0	41 14 11	.....	1 3 8
	Karád	5	536	504 6 6	198 9 6	180 0 0	1 9 3
	Rahimatpur	2	163	76 9 6	296 4 8	.....	...
	Maini	1	79	54 7 0	101 10 4	75 0 0	...
	Pusesávli	1	74	90 8 0	58 5 0	.....	...
	Vita	1	116	165 8 0	104 5 8	197 0 0	...
	Mhasvad	2	170	175 0 0	83 1 6	.....	0 1 0
	Shingnápur	1	36	12 13 6	11 7 4	100 0 0	...
	Sátára	8	1,150	489 5 0	161 8 5	.....	1 15 3
	Tásgaon	4	370	333 12 0	197 12 0	145 0 0	3 7 8
	Wái	6	490	427 5 0	245 1 3	360 0 0	1 7 0
	Ashta	2	241	197 7 0	1,094 3 10	.....	...
	Islámpur	2	145	179 3 0	.....	.....	...
		36	3,663	2,806 12 6	2,594 4 5	1,057 0 0	9 11 10
Ratna'giri.	Chiplun...	1	228	401 13 0	133 3 1	240 0 0	...
	Dápoli	1	146	126 8 9	3 1 8	.....	...
	Vengurla	2	367	295 13 3	68 12 4	.....	...
	Rájápur	1	184	155 14 6	7 14 9	.....	...
	Ratnágiri	4	598	637 11 6	71 2 7	.....	...
		9	1,523	1,617 13 0	284 2 5	240 0 0	...
Tha'na.	Bassein...	6	505	482 4 0	68 2 11	192 0 0	...
	Bhiwndi	4	573	439 5 6	35 15 9	16 0 0	...
	Kalyán	4	498	401 1 0	66 3 5	35 0 0	...
	Máhim	2	302	221 14 6	213 15 0	4 0 0	...
	Panvel	4	537	434 15 0	57 2 9	180 0 0	...
	Uran	3	264	263 8 6	130 12 3	180 5 7	11 0 0
	Bándora	2	183	287 11 0	2,077 3 0	150 0 0	...
	Kurla	2	29	20 3 0	73 10 8	.....	...
	Thána	6	727	1,025 10 0	152 12 3	60 0 0	21 0 0
		33	3,618	3,576 8 6	1,006 2 3	817 5 7	32 0 0
Kola'ba.	Alibág	2	397	354 10 0	26 10 10	.....	...
	Mahád	2	349	259 10 6	26 7 6	99 0 0	...
	Pen	3	369	297 2 6	64 5 1	.....	...
	Roha	3	314	197 12 6	75 12 10	24 0 0	...
	Total ...	10	1,429	1,109 3 6	193 4 3	123 0 0	...
	Grand Total ...	94	11,352	16,887 1 6	4,335 14 11	7,428 10 7	41 11 10

DIX J.

limits in the Central Division for the year 1881-82.

Funds.	Expenditure from District Fund.				Remarks
Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal limits.	Net Expenditure on Buildings and Repairs from Local Fund Budget, *i.e.* after deducting Receipts not entered in this Statement.	Total Expenditure from Local Fund Budget.	Net Loss to Local Fund after deducting Receipts from Expenditure on account of the Schools.	
9	10	11	12	13	13
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
395 3 2	840 15 11	17 0 0	857 15 11	462 12 9	
5,157 6 3	9,996 10 6	85 12 5	10,082 6 11	4,925 0 8	
140 9 3	561 9 3	62 2 10	623 12 1	483 2 10	
649 2 4	1,678 9 4	72 0 0	1,750 9 4	1,101 7 0	
120 7 8	634 11 6	23 0 0	657 11 6	537 3 10	
170 8 0	255 14 11	23 9 0	279 7 11	108 15 11	
275 8 5	1,059 2 6	104 4 11	1,163 7 5	887 15 0	
85 7 4	184 8 11	.....	184 8 11	99 1 7	
356 14 11	1,259 2 1	143 14 11	1,403 1 0	1,046 2 1	
101 1 0	469 8 6	19 15 0	489 7 6	388 6 6	
481 8 3	912 3 8	64 11 0	976 14 8	495 6 5	
76 13 3	565 11 6	63 7 6	629 3 0	552 5 9	
8,010 9 10	18,418 12 7	679 13 7	19,098 10 2	11,088 0 4	
893 13 10	1,500 8 11	51 9 10	1,552 2 9	658 4 11	
479 13 6	1,036 0 7	120 13 5	1,156 14 0	677 0 6	
1,555 5 3	1,689 9 11	92 12 10	1,782 6 9	227 1 6	
291 7 9	943 0 6	26 12 6	969 13 0	678 5 3	
1,994 0 5	3,707 14 7	432 15 11	4,140 14 6	2,146 14 1	
5,214 8 9	8,877 2 6	725 0 6	9,602 3 0	4,387 10 3	
142 10 7	242 14 5	25 0 11	267 15 4	124 4 9	
884 9 3	2,500 1 11	66 6 0	2,566 7 11	1,681 14 8	
372 14 2	848 2 3	95 15 4	944 1 7	571 3 5	
231 1 4	369 10 10	9 14 0	379 8 10	148 7 6	
148 13 0	478 13 6	12 0 0	490 13 6	342 0 6	
466 13 8	840 4 0	45 15 6	886 3 6	419 5 10	
258 2 6	676 12 1	17 0 0	693 12 1	435 9 7	
124 4 10	153 6 6	26 1 6	179 8 0	55 3 2	
652 12 8	7,608 13 2	42 0 0	7,650 13 2	6,998 0 6	
679 15 8	2,010 13 4	29 11 9	2,040 9 1	1,360 9 5	
1,033 13 3	2,438 5 10	70 5 6	2,508 11 4	1,474 14 1	
1,291 10 10	1,231 15 9	830 0 0	2,061 15 9	770 4 11	
179 3 0	1,003 11 5	24 0 0	1,027 11 5	848 8 5	
6,467 12 9	20,403 13 0	1,294 6 6	21,698 3 6	15,230 6 9	
775 0 1	1,109 13 0	142 12 6	1,252 9 6	477 9 5	
129 10 3	801 9 2	50 14 0	852 7 2	722 12 9	
364 9 7	1,222 12 4	29 0 6	1,251 12 10	887 3 3	
163 13 8	757 11 9	28 4 5	786 0 2	622 2 11	
708 14 1	2,372 12 2	94 7 4	2,467 3 6	1,758 5 5	
2,141 15 5	6,264 10 5	345 6 9	6,610 1 2	4,468 1 9	
742 6 11	2,517 14 7	101 5 9	2,619 4 4	1,876 13 5	
491 5 3	2,965 0 0	64 15 8	3,029 15 8	2,538 10 5	
502 4 5	2,489 8 6	134 3 0	2,623 11 6	2,121 7 1	
439 13 6	1,420 4 0	71 10 7	1,491 11 7	1,052 1 1	
672 1 9	2,198 14 9	149 15 11	2,348 14 8	1,676 12 11	
585 10 4	1,398 0 0	100 15 7	1,498 15 7	913 5 3	
645 2 3	1,072 8 0	4 0 0	1,076 8 0	431 5 9	
93 13 8	324 0 0	10 0 0	334 0 0	240 2 4	
1,259 6 3	4,160 0 5	230 8 3	4,390 8 8	3,131 2 5	
5,432 0 4	18,546 2 3	867 10 9	19,413 13 0	13,981 12 8	
381 4 10	2,319 0 0	100 2 6	2,419 2 6	2,037 13 8	
385 2 0	1,472 9 3	.....	1,472 9 3	1,087 7 3	
361 7 7	1,797 0 0	104 0 0	1,901 0 0	1,539 8 5	
297 9 4	1,760 9 0	88 0 0	1,848 9 0	1,550 15 8	
1,425 7 9	7,349 2 3	292 2 6	7,641 4 9	6,215 13 0	
28,692 6 10	79,859 11 0	4,204 8 7	84,064 3 7	55,371 12 9	

Return of Schools and Scholars and of Receipts and Expenditure within Municipal limits in 1881-82, for the North-East Division.

Collectorate.	Municipality.	Number of Schools and Scholars on the Local Fund Budget within Municipal limits.		Receipts within Municipal limits credited to Local Funds.					Expenditure from District Funds.			Net Loss to Local Fund after deducting Receipts from Expenditure on account of the Schools.	Remarks.
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal limits.	Cess Receipts during 1881-82 of Villages or Towns within Municipal limits.	Municipal Grants to Local Fund Budget on account of Schools within Municipal limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal limits.	Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal limits.	Net Expenditure on Buildings and Repairs from Local Fund Budget (i.e. after deducting Receipts not entered in this Statement.	Total Expenditure from Local Fund Budget.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
				Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Khándesh ...	Amalner	3	343	222 13 6	254 13 10	200 0 0	.....	677 11 4	1,643 11 7	30 15 0	1,674 10 7	996 15 3	
	Párola	4	451	337 3 0	55 1 7	180 0 0	.....	572 4 7	1,940 8 0	21 2 0	1,961 10 0	1,389 5 5	
	Varangaon	1	133	101 10 6	130 5 8	.....	.....	232 0 2	659 7 7	30 13 0	690 4 7	458 4 5	
	Chopda	4	420	301 9 0	405 15 3	180 0 0	.....	887 8 3	2,137 6 5	34 1 0	2,171 7 5	1,283 15 2	
	Dhulia	6	622	571 8 6	178 3 4	400 0 0	.....	1,149 11 10	3,197 0 11	100 12 0	3,297 12 11	2,148 1 1	
	Songir	2	157	104 4 0	18 7 11	100 0 0	.....	222 11 11	647 11 4	10 0 0	657 11 4	434 15 5	
	Erandol	7	459	351 6 0	176 14 3	250 0 0	.....	778 4 3	1,930 11 3	37 10 0	1,968 5 3	1,190 1 0	
	Dharangaon	8	627	532 7 6	128 15 3	350 0 0	.....	1,011 6 9	2,281 12 7	716 8 0	2,998 4 7	1,986 13 10	
	Nandurbár	3	280	251 10 6	43 7 6	.....	.....	295 2 0	1,415 13 11	86 9 0	1,502 6 11	1,207 4 11	
	Jalgaon	3	254	311 4 6	175 9 4	240 0 0	.....	726 13 10	1,302 1 1	40 11 0	1,342 12 1	615 14 3	
	Bhadgaon	1	278	237 0 6	168 11 11	180 0 0	.....	585 12 5	1,191 0 0	12 4 0	1,203 4 0	617 7 7	
	Sháháda	2	242	200 3 6	142 3 10	.....	.....	342 7 4	1,048 12 9	34 4 0	1,083 0 9	740 9 5	
	Prakásha	1	150	104 14 0	425 8 3	.....	.....	530 6 3	550 3 1	4 0 0	554 3 1	23 12 10	
	Shirpur	3	290	233 1 6	113 1 0	.....	.....	346 2 6	1,070 14 0	40 4 0	1,111 2 0	764 15 6	
	Taloda...	1	157	139 3 6	121 10 11	50 0 0	.....	310 14 5	522 12 7	19 5 0	542 1 7	231 3 2	
	Betávad	2	176	84 7 6	116 4 5	50 0 0	.....	250 11 11	526 3 8	.....	526 3 8	275 7 9	
	Sindkheda	1	108	79 6 6	94 7 8	50 0 0	.....	223 14 2	696 0 0	30 7 0	726 7 0	502 8 10	
	Total ...	52	5,147	4,164 2 0	2,749 13 11	2,230 0 0	.....	9,143 15 11	22,762 2 9	1,249 9 0	24,011 11 9	14,867 11 10	
Ahmednagar.	Nagar	10	1,463	1,246 6 9	92 0 0	596 0 0	.....	1,934 6 9	5,966 0 0	111 0 0	6,077 0 0	4,142 9 3	
	Bhingár	3	234	97 6 0	38 0 0	144 0 0	.....	279 6 0	788 8 0	12 0 0	800 8 0	521 2 0	
	Sangamner	5	434	282 7 3	77 0 0	180 0 0	.....	539 7 3	1,965 9 0	102 4 0	2,067 13 0	1,528 5 9	
	Total ...	18	2,131	1,626 4 0	207 0 0	920 0 0	.....	2,753 4 0	8,720 1 0	225 4 0	8,945 5 0	6,192 1 0	
Násik ...	Máleigaon	6	477	540 7 9	59 7 6	180 0 0	.....	779 15 3	2,475 3 0	29 0 0	2,504 3 0	1,724 3 9	
	Násik	10	1,325	1,426 12 6	44 7 2	100 0 0	.....	1,571 3 8	5,730 3 3	85 0 0	5,815 3 3	4,243 15 7	
	Trimbak	3	170	130 7 6	2 15 7	40 0 0	.....	173 7 1	814 9 9	132 0 0	946 9 9	773 2 8	
	Sinnar	4	332	384 8 6	0 4 4	60 0 0	.....	444 12 10	1,771 10 9	16 0 0	1,787 10 9	1,342 13 11	
	Yeola	7	624	714 1 9	19 0 10	217 8 9	.....	950 11 4	2,773 1 9	29 0 0	2,802 1 9	1,851 6 5	
	Igatpuri	1	106	127 8 6	34 14 4	.....	.....	162 6 10	444 3 9	614 0 0	1,058 3 9	895 12 11	
	Total ...	31	3,034	3,323 14 6	161 1 9	597 8 9	.....	4,082 9 0	14,009 0 3	905 0 0	14,914 0 3	10,831 7 3	
	Grand Total ..	101	10,312	9,114 4 6	3,117 15 8	3,747 8 9	.....	15,979 12 11	45,491 4 0	2,379 13 0	47,871 1 0	31,891 4 1	

Return of Schools and Scholars and of Receipts and Expenditure within Municipal limits in 1881-82, for the Northern Division.

Collectorate.	Municpality.	Number of Schools and Scholars on the Local Fund Budget within Municipal limits.		Receipts within Municipal limits credited to Local Fund.					Expenditure from District Fund.			Net Loss to Local Funds after deducting Receipts from Expenditure on account of the Schools.	Remarks.
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal limits.	Cess Receipts during 1880-81 of Villages or Towns within Municipal limits.	Municipal Grants to Local Fund Budget on account of Schools within Municipal limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal limits.	Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal limits.	Net Expenditure on Buildings and Repairs from Local Fund Budget, *i.e.* after deducting Receipts not entered in this statement.	Total Expenditure from Local Fund Budget.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
				Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Surat ...	Surat	15	2,120	2,314 12 6	251 0 7	3,944 0 0	.....	6,509 13 1	8,671 8 11	.....	8,671 8 11	2,161 11 10	
	Ránder	1	179	147 10 0	195 13 8	.....	.....	343 7 8	884 9 6	.....	884 9 6	541 1 10	
	Mándavi	5	357	147 13 0	3 14 3	60 0 0	... ..	211 11 3	2,033 15 1	.....	2,033 15 1	1,822 3 10	
	Bulsar	7	585	359 14 0	165 15 11	.....	.....	525 13 11	3,032 8 0	.....	3,032 8 0	2,506 10 1	
	Total ...	28	3,241	2,970 1 6	616 12 5	4,004 0 0	.....	7,590 13 11	14,622 9 6	.....	14,622 9 6	7,031 11 7	
Broach ...	Jambusar	6	702	291 9 6	51 13 10	.....	.....	343 7 4	3,011 0 0	.....	3,011 0 0	2,667 8 8	
	Broach	10	1,840	877 0 0	212 8 2	... ..	... ..	1,089 8 2	7,457 0 0	.....	7,457 0 0	6,367 7 10	
	Anklesvar	4	659	269 4 0	13 1 8	.....	.....	282 5 8	2,684 0 0	.....	2,684 0 0	2,401 10 4	
	Total ...	20	3,201	1,437 13 6	277 7 8	.....	.....	1,715 5 2	13,152 0 0	.....	13,152 0 0	11,436 10 10	
Kaira ...	Kapadvanj	5	571	292 1 0	153 12 10	.....	.....	445 13 10	2,226 7 6	.....	2,226 7 6	1,780 9 8	
	Dakor	3	297	168 14 0	288 13 10	.....	.....	457 11 10	1,149 1 6	.....	1,149 1 6	691 5 8	
	Nadiád	7	1,466	849 12 0	830 5 9	.....	.....	1,680 1 9	4,555 2 5	.....	4,555 2 5	2,875 0 8	
	Mehmadabad...	4	521	233 14 0	224 9 0	.....	.....	458 7 0	2,164 14 6	.....	2,164 14 6	1,706 7 6	
	Kaira	4	406	249 14 0	403 12 4	.....	.....	653 10 4	1,967 1 11	.....	1,967 1 11	1,313 7 7	
	Total ..	23	3,261	1,794 7 0	1,901 5 9	... .	.....	3,695 12 9	12,062 11 10	.....	12,062 11 10	8,366 15 1	
Panch Mahás	Godra	4	571	260 2 6	89 13 4	150 0 0	.....	499 15 10	2,358 0 0	.....	2,358 0 0	1,858 0 2	
	Dohad...	3	460	192 14 6	125 0 0	150 0 0	... ..	467 14 6	1,575 0 0	.....	1,575 0 0	1,107 1 6	
	Total ..	7	1,031	453 1 0	214 13 4	300 0 0	.....	967 14 4	3,933 0 0	.....	3,933 0 0	2,965 1 8	
Ahmedabad .	Parántij	2	490	215 13 0	131 4 9	.....	.....	347 1 9	1,737 0 0	.....	1,737 0 0	1,389 14 3	
	Modása	2	360	218 6 0	87 3 6	100 0 0	.....	405 9 6	1,460 14 0	.....	1,460 14 0	1,055 4 6	
	Ahmedabad	13	2,371	2,670 3 0	262 12 0	425 0 0	... ..	3,357 15 0	9,210 0 0	.....	9,210 0 0	5,852 1 0	
	Dholka	5	556	280 14 6	431 3 6	.....	.....	712 2 0	2,298 0 0	.....	2,298 0 0	1,585 14 0	
	Viramgám	5	649	321 9 0	229 7 11	200 0 0	.....	751 0 11	2,505 0 0	.....	2,505 0 0	1,753 15 1	
	Dhandhuka	4	479	284 7 6	647 0 3	240 0 0	.....	1,171 7 9	2,067 0 0	.....	2,067 0 0	895 8 3	
	Gogo	1	137	96 5 0	46 14 4	.....	.....	143 3 4	636 0 0	.....	636 0 0	492 12 8	
	Total ...	32	5,042	4,087 10 0	1,835 14 3	965 0 0	.....	6,888 8 3	19,913 14 0	.....	19,913 14 0	13,025 5 9	
	Grand Total ..	110	15,776	10,743 1 0	4,846 5 5	5,269 0 0	.....	20,858 6 5	63,684 3 4	... ..	63,684 3 4	42,825 12 11	

Return of Schools and Scholars and Receipts and Expenditure within

Collectorate.	Municipality.	Receipts within Municipal Limits credited to					
		Number of Schools and Scholars on the Local Fund Budget within Municipal limits.		Fees of Scholars on Local Fund Budget within Municipal limits.	Cess Receipts during 1881-82 of villages or towns within Municipal limits.	Municipal grants to Local Fund Budget on account of Schools within Municipal limits.	Miscellaneous Receipts on account of schools on Local Fund Budget within Municipal limits.
		Schools.	Scholars.				
1	1	3	4	5	6	7	8
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum.	Belgaum	5	1,115	726 15 0	357 6 3	.....	...
	Athni	3	282	301 4 0	220 11 1	360 0 0	...
	Nipáni	3	342	190 13 0	75 9 1	180 0 0	...
	Gokák	5	370	281 13 6	69 1 1	25 0 0	...
	Saundatti	2	214	115 3 0	.....	60 0 0	85 0 0
	Yamkanmardi	1	162	115 3 0	0 7 6	.....	...
	Total ...	19	2,485	1,731 3 6	723 3 0	625 0 0	85 0 0
Dhárwár.	Dhárwár	11	1,272	801 14 6	354 3 1	.....	...
	Navalgund	3	234	140 10 6	368 14 0	.....	...
	Nárgund	4	253	142 0 6	572 9 6	.....	...
	Gadag	6	610	415 1 6	386 0 0	240 0 0	...
	Hubli	12	1,512	971 4 0	353 0 0	.....	...
	Háveri	3	317	216 14 0	192 10 3	.....	...
	Byádgi	1	136	59 12 6	90 7 3	.....	...
	Ránebennur	5	358	260 1 0	228 15 4	.....	...
	Hángal	4	294	95 3 6	127 5 3	.....	...
	Total ...	49	4,986	3,102 14 0	2,674 0 8	240 0 0	...
Kaládgi.	Bágalkot	4	388	449 11 0	70 12 9	300 0 0	...
	Ilkal	1	105	103 3 6	27 8 6	130 0 0	..
	Bijápur	4	335	198 14 0	76 6 3	150 0 0	...
	Kaládgi	4	321	246 8 0	56 4 3	100 0 0	...
	Total ...	13	1,149	998 4 6	230 15 9	680 0 0	...
Kánara.	Kárwár	10	732	374 4 6	321 5 3	60 0 0	...
	Kumta	4	432	197 15 6	133 8 1	.....	...
	Sirsi	4	364	278 4 0	34 14 6	600 0 0	...
	Haliyál	3	380	141 8 6	98 15 11	300 0 0	...
	Total ...	21	1,908	992 0 6	588 11 9	960 0 0	...
	Grand Total ...	102	10,528	6,824 6 6	4,216 15 2	2,505 0 0	85 0 0

Municipal limits in 1881-82, for the Southern Division.

Local Funds.	Expenditure from District Funds.				
Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal limits.	Net Expenditure on Buildings and Repairs from Local Fund Budget (*i.e.* after deducting Receipts not entered in this Statement.)	Total Expenditure from Local Fund Budget.	Net Loss to Local Funds after deducting Receipts from Expenditure on account of the Schools.	Remarks.
9	10	10	12	13	14
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
1,084 5 3	3,626 2 2	25 0 0	3,651 2 2	2,566 12 11	
881 15 1	1,568 10 0	29 0 0	1,597 10 0	715 10 11	
446 6 1	1,335 12 5	24 0 0	1,359 12 5	913 6 4	
375 14 7	1,409 5 10	35 0 0	1,444 5 10	1,068 7 3	
260 3 0	1,015 3 7	125 10 0	1,140 13 7	880 10 7	
115 10 6	514 11 7	5 0 0	519 11 7	404 1 1	
3,164 6 6	9,469 13 7	243 10 0	9,713 7 7	6,549 1 1	
1,156 1 7	5,145 0 0	11 0 0	5,156 0 0	3,999 14 5	
509 8 6	1,026 0 0	168 4 0	1,194 4 0	684 11 6	
714 10 0	1,248 0 0	79 0 0	1,327 0 0	612 6 0	
1,041 1 6	3,009 0 0	40 11 2	3,049 11 2	2,008 9 8	
1,324 4 0	5,583 0 0	25 0 0	5,608 0 0	4,283 12 0	
409 8 3	1,644 0 0	25 11 0	1,669 11 0	1,260 2 9	
150 3 9	495 0 0	.....	495 0 0	344 12 3	
489 0 4	1,752 0 0	22 9 8	1,774 9 8	1,285 9 4	
222 8 9	1,403 0 0	16 0 0	1,419 0 0	1,196 7 3	
6,016 14 8	21,305 0 0	388 3 10	21,693 3 10	15,676 5 2	
820 7 9	1,896 0 0	1,936 0 0	3,832 0 0	3,011 8 3	
260 12 0	555 0 0	.....	555 0 0	294 4 0	
425 4 3	1,818 0 0	.....	1,818 0 0	1,392 11 9	
402 12 3	1,794 0 0	.....	1,794 0 0	1,391 3 9	
1,909 4 3	6,063 0 0	1,936 0 0	7,999 0 0	6,089 11 9	
755 9 9	3,153 15 11	233 10 8	3,387 10 7	2,632 0 10	
331 7 7	2,174 10 5	53 0 0	2,227 10 5	1,896 2 10	
913 2 6	2,211 9 2	522 11 0	2,734 4 5	1,821 1 11	
540 8 5	1,812 11 1	213 0 2	2,025 11 3	1,485 2 10	
2,540 12 3	9,352 14 7	1,022 6 1	10,375 4 8	7,834 8 5	
13,631 5 8	46,190 12 2	3,590 3 11	49,781 0 1	36,149 10 5	

Return of Schools and Scholars and of Receipts and Expenditure within Municipal limits in 1881-82, *for Sind.*

Collectorate.		Municipality.	Number of schools and scholars on the Local Fund Budget within Municipal limits. Schools.	Scholars.	Receipts within Municipal limits Credited to Educational Local Funds. Fees of scholars on Local Fund Budget within Municipal limits.	Cess receipts during 1881-82 of villages or towns within Municipal limits.	Municipal Grant to Local Fund Budget on account of schools within Municipal limits.	Miscellaneous receipts on account of schools on Local Fund Budget within Municipal limits.	Total.	Expenditure from District Funds. Yearly recurring expenditure on Local Fund Schools supported from Local Fund Budget within Municipal limits.	Net expenditure on buildings and repairs from Local Fund Budget (i.e. after deducting receipts not entered in this Statement).	Total expenditure from Local Fund Budget.	Net loss to Local Fund after deducting receipts from expenditure on account of the schools.
1		2	3	4	5	6	7	8	9	10	11	12	13
					Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
Karáchi	1	Karáchi	10	942	1,453 13 0	264 6 0	495 0 0	.....	2,213 3 0	6,980 4 9	.....	6,980 4 9	4,767 1 9
	2	Sehwan	2	135	184 8 0	4 2 4	780 0 0	.....	968 10 4	1,462 6 10	.....	1,462 6 10	493 12 6
	3	Bubak	1	90	.....	.....	113 0 0	.....	113 0 0	786 8 4	.....	786 8 4	673 8 4
	4	Dádu	1	54	.....	3 11 8	234 0 0	.....	237 11 8	514 5 3	.....	514 5 3	276 9 7
	5	Tatta	3	376	167 11 0	26 5 0	16 4 0	.....	210 4 0	2,603 0 0	.....	2,603 0 0	2,392 12 0
	6	Keti Bandar	1	65	.....	15 0 8	330 0 0	.....	345 0 8	384 15 4	.....	384 15 4	39 14 8
	7	Mirpur Batoro	1	69	.....	20 5 8	240 0 0	.....	260 5 8	429 14 3	.....	429 14 3	169 8 7
	8	Johi	1	36	.....	0 2 0	.....	.....	0 2 0	301 13 9	.....	301 13 9	301 11 9
	9	Kotri	4	280	134 12 0	1 12 8	.....	.....	136 8 8	2,028 9 2	.....	2,028 9 2	1,892 0 6
	10	Mánjhand	1	81	.....	14 8 8	.....	.....	14 8 8	512 11 0	.....	512 11 0	498 2 4
		Total	25	2,128	1,940 12 0	350 6 8	2,208 4 0	.....	4,499 6 8	16,004 8 8	.....	16,004 8 8	11,505 2 0
Hyderabad	1	Hyderabad	17	1,283	604 12 0	.....	840 0 0	.....	1,444 12 0	8,648 13 6	.....	8,648 13 6	7,204 1 6
	2	Tando Mahomed Khán	1	88	5 2 0	0 1 9	228 0 0	.....	233 3 9	418 11 2	.....	418 11 2	185 7 5
	3	Tando Jam	1	44	.....	.....	.....	.....	.....	494 11 11	.....	494 11 11	494 11 11
	4	Hála	1	82	.....	21 12 0	170 10 0	.....	192 6 0	827 4 8	.....	827 4 8	634 14 8
	5	Matári	1	91	.....	.....	260 0 0	.....	360 0 0	413 3 0	.....	413 3 0	153 3 0
	6	Tando Alahyar	1	62	.....	1 4 0	326 0 0	.....	327 4 0	549 15 4	.....	549 15 4	222 11 4
	7	Tando Adam	2	114	32 15 6	3 1 0	720 0 0	.....	756 0 6	1,047 6 11	.....	1,047 6 11	291 6 5
	8	Shahdádpur	1	53	.....	3 13 0	.....	.....	3 13 0	322 10 2	.....	322 10 2	318 13 2
	9	Nasarpur	1	147	.....	1 9 0	23 0 0	.....	24 9 0	801 13 3	.....	801 13 3	777 4 3
	10	Naushahro	1	122	0 8 0	20 13 0	60 0 0	.....	81 5 0	714 14 8	.....	714 14 8	633 9 8
	11	Tháru Sháh	2	140	168 1 0	35 5 0	303 0 0	.....	506 6 0	1,007 3 1	.....	1,007 3 1	500 13 1
	12	Bhiria	1	118	17 11 0	0 2 0	168 0 0	.....	185 13 0	911 13 1	.....	911 13 1	726 0 1
	13	Kándiaro	1	101	4 12 0	1 0 0	96 0 0	.....	101 12 0	468 2 3	.....	468 2 3	366 6 3
	14	Moro	1	50	0 8 0	40 13 0	120 0 0	.....	161 5 0	336 5 6	.....	336 5 6	175 0 6
		Total	32	2,495	834 5 6	129 9 9	3,314 10 0	.....	4,278 9 3	16,963 0 6	.....	16,963 0 6	12,684 7 3
Shikárpur.	1	Shikárpur	14	2,100	1,233 6 6	72 11 0	2,077 5 4	.....	3,383 6 10	11,766 0 11	.....	11,766 0 11	8,382 10 1
	2	Mehar	1	121	.....	7 11 4	.....	.....	7 11 4	966 2 6	.....	966 2 6	958 7 2
	3	Garhi Yásin	1	102	.....	17 5 4	180 0 0	.....	197 5 4	753 13 0	.....	753 13 0	556 7 8
	4	Sukkur	3	408	226 11 0	40 1 8	3,658 13 5	.....	3,925 10 1	3,925 10 1	.....	3,925 10 1	.....
	5	Lárkhána	4	406	588 8 0	88 14 0	1,746 0 0	.....	2,423 6 0	4,205 13 3	.....	4,205 13 3	1,782 7 3
	6	Kambar	1	76	8 8 0	18 5 8	295 0 0	.....	321 13 8	714 0 0	.....	714 0 0	392 2 4
	7	Rato-dero	1	60	.....	0 7 8	120 0 0	.....	120 7 8	997 13 6	.....	997 13 6	877 5 10
	8	Khairpur Nátheshah	1	32	.....	.....	.....	.....	.....	457 1 10	.....	457 1 10	457 1 10
	9	Rohri	3	342	128 9 6	16 12 8	534 8 0	.....	679 14 2	4,247 0 9	.....	4,247 0 9	3,567 2 7
	10	Ghoteki	1	43	.....	31 8 0	180 0 0	.....	211 8 0	428 11 7	.....	428 11 7	217 3 7
		Total	30	3,690	2,185 11 0	293 13 4	8,791 10 9	.....	11,271 3 1	28,462 3 5	.....	28,462 3 5	17,191 0 4
Upper Sind Frontier.	1	Jacobabad	4	182	.....	0 2 4	.....	.....	0 2 4	2,358 11 4	.....	2,358 11 4	2,358 9 0
		Total	4	182	.....	0 2 4	.....	.....	0 2 4	2,358 11 4	.....	2,358 11 4	2,358 9 0
Thar and Párkar.	1	Nagar	1	83	.....	.....	65 0 0	.....	65 0 0	482 0 0	.....	482 0 0	417 0 0
	2	Mitti	1	171	.....	0 1 8	192 0 0	.....	192 1 8	890 0 0	.....	890 0 0	697 14 4
	3	Umarkot	2	72	.....	.....	706 8 0	.....	706 8 0	1,488 8 7	.....	1,488 8 7	782 0 7
		Total	4	326	.....	0 1 8	963 8 0	.....	963 9 8	2,860 8 7	.....	2,860 8 7	1,896 14 11
		Grand Total	95	8,821	4,960 12 6	774 1 9	15,278 0 9	.....	21,012 15 0	66,649 0 6	.....	66,649 0 6	45,636 1 6

APPENDIX K.

Distribution Statement of all Elementary Schools in the Central Division for 1871 *and* 1882 (*Poona, Sholápur, Sátára, Ratnágiri, Thána, Kolába and Bombay*).

	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular Standards and recognized by Educational Department.		Number of Children learning Vernacular Standards in Schools.		Percentage of Children to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Poona	1. Poona	90,436	19	38	1,409	3,941	1·55	4·35
	2. Ghorepuri, Wanowri and Kirkee.	28,450	...	3	...	177	...	·62
	3. Junnar	10,298	1	5	169	470	1·64	4·56
	4. Indápur	7,740	1	1	69	155	·89	2·00
	5. Kasba Talegaon	6,547	2	2	86	187	1·31	2·85
	6. Khed	6,446	1	1	81	163	1·25	2·52
	7. Sásvad	6,416	1	2	185	250	2·88	3·89
	8. Utúr	6,291	1	1	121	181	1·92	2·87
	9. Ghodnadi	5,049	1	2	110	186	2·17	3·68
	10. Mauze Talegaon	5,040	2	1	100	83	1·98	1·64
Total for Towns in Poona.	10	172,713	29	56	2,330	5,793	1·34	3·35
Total for smaller Towns and Villages in Poona.	1,174	734,522	156	213	5,777	8,798	·78	1·19
GRAND TOTAL, POONA ..	1,184	907,235	185	269	8,107	14,591	·89	1·68
Sholápur	1. Sholápur	53,403	3	10	234	700	·43	1·31
	2. Bársi	18,560	3	3	183	280	·98	1 50
	3. Pandharpur	16,275	2	6	97	462	·59	2·83
	4. Karkam	7,671	1	1	98	51	1·27	·66
	5. Vairág	7,282	1	1	52	52	·71	·71
	6. Karmála...	6,759	2	1	120	154	1·77	2 27
	7. Mádha	5,254	1	1	50	15	·95	·28
	8. Sángola	5,111	1	2	152	145	2·97	2 83
Total for Towns in Sholápur	8	120,315	14	25	986	1,859	·81	1·54
Total for smaller Towns and Villages in Sholápur	639	542,671	82	150	3,146	5,270	·57	·97
GRAND TOTAL, SHOLA'PUR	647	662,986	96	175	4,132	7,129	·62	1·07
Sátára	1. Sátára	24,484	5	10	685	1,403	2·79	5·15
	2. Karád	11,410	3	6	257	581	2·25	5 09
	3. Wái	11,062	4	7	212	562	1·91	5 08
	4. Tásgaon...	10,528	1	4	99	353	·94	3·35
	5. Ashta	9,896	1	2	115	240	1·16	2 42
	6. Uran	8,390	1	2	131	145	1·56	1·72
	7. Rahimatpur	7,168	1	2	69	163	·96	2·27
	8. Mhasvad	6,321	1	2	99	170	1·56	2·68
	9. Bhilavdi	6,227	1	1	102	95	1·63	1·32
	10. Nerla	6,127	1	1	57	123	·93	2·00
	11. Kála	5,137	1	1	71	169	1·30	3·28
Total for Towns in Sátára	11	106,750	20	38	1,897	4,004	1·77	3·63
Total for smaller Towns and Villages in Sátára.	1,405	1,009,300	124	196	6,470	9,523	·63	·94
GRAND TOTAL, SA TA'RA...	1,416	1,116,050	144	234	8,347	13,527	·74	1·19

	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular Standards and recognized by Educational Department.		Number of Children learning Vernacular Standards in Schools.		Percentage of Children to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Ratnágiri	1. Vengurla	14,996	4	5	301	568	2·01	3·78
	2. Málvan	13,955	4	5	420	600	3·00	4.29
	3. Ratnágiri	10,614	4	7	446	795	4·20	7.49
	4. Masure	7,308	1	1	102	147	1·39	2.01
	5. Harnai	6,193	1	1	92	148	1·48	2.38
	6. Chiplun...	6,071	1	1	138	208	2·27	3·42
	7. Rájápur...	5,868	1	1	66	184	1·22	3·42
Total for Towns in Ratnágiri	7	64,505	16	21	1,565	2,650	2·42	4·10
Total for smaller Towns and Villages in Ratnágiri	1,242	954,631	118	116	6,321	8,228	·66	·86
GRAND TOTAL, RATNA'GIRI	1,249	1,019,136	134	137	7,886	10,878	·77	1·06
Thána	1. Thána	14,299	5	7	521	743	3·64	5·14
	2. Kalyán	12,804	2	4	276	498	2·15	3·88
	3. Bhiwndi	11,907	4	4	359	573	3·01	4·81
	4. Panvel	10,836	2	4	133	496	1·22	4·57
	5. Bándra	7,227	1	2	60	241	·83	2·14
	6. Máhim	7,183	2	2	234	302	3·25	4·20
	7. Agáshi	5,997	1	1	113	113	1·88	1·88
	8. Pakhadi (Uran)	5,820	2	2	137	202	2·35	3·47
	9. Malonde	5,293	...	...	...	...	...	...
Total for Towns in Thána.	9	81,366	19	26	1,833	3,168	2·28	3·89
Total for smaller Towns and Villages in Thána.	2,110	766,058	103	150	5,093	6,485	·66	·84
GRAND TOTAL, THA'NA ...	2,119	847,424	122	176	6,926	9,653	·87	1·13
Kolába	1. Mahád	6,631	2	2	142	349	2·14	5·26
	2. Pen	6,514	2	3	226	369	3·46	5·66
	3. Revdanda	5,910	1	1	123	233	2·08	3·94
	4. Alibág	5,473	2	2	210	397	3·83	7·25
Total for Towns in Kolába	4	24,528	7	8	701	1,348	2·89	5·49
Total for smaller Towns and Villages in Kolába.	961	325,877	50	70	2,649	3,505	·81	1·07
GRAND TOTAL, KOLA'BA...	965	350,405	57	78	3,350	4,853	·95	1·38

	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular Standards and recognized by Educational Department.		Number of Children learning Vernacular Standards in Schools.		Percentage of Children to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Bombay	1. Bombay City	644,405	48	73	3,572	8,106	·55	1·25
Total for Towns in Central Division	50	1,214,582	153	247	12,884	26,928	1·06	2·22
Total for smaller Towns and Villages in Central Division	7,531	4,333,059	633	895	29,456	41,809	·69	·96
GRAND TOTAL, CENTRAL DIVISION	7,581	5,547,641	786	1,142	42,340	68,737	·76	1·24

Distribution Statement of all Elementary Schools in the North-East Division for 1871 *and* 1882, *(Khándesh, Ahmednagar and Násik).*

	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular standards and recognised by the Educational Department.		Number of Children learning Vernacular standards in schools.		Percentage of Children at school to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
KHÁNDESH.	1 Chopda	13,699	1	3	228	393	1·66	2·86
	2 Dhulia	12,489	5	7	461	687	3·69	5·50
	3 Párola	12,235	2	3	169	437	1·38	3·57
	4 Dharangaon...	11,087	1	8	224	647	2·02	5·83
	5 Erandol	11,071	2	6	300	436	2·70	3·94
	6 Nasirabad	9,941	1	3	285	326	2·86	3·28
	7 Yával	8,886	1	3	166	438	1·86	4·93
	8 Faizpur	8,365	1	2	195	476	2·33	5·69
	9 Amalner	7,564	2	3	168	343	2·22	4·53
	10 Sávda	7,552	1	2	205	425	2·71	5·63
	11 Nándurbár	7,205	1	3	141	280	1·95	3·89
	12 Jalgaon	6,893	1	2	10	225	·14	3·23
	13 Bhusával	6,804	1	4	60	309	·88	4·45
	14 Shirpur	6,571	1	2	179	290	2·72	4·41
	15 Ráver	6,558	1	2	177	228	2·69	3·48
	16 Bhadgaon	6,153	1	2	215	278	3·49	4·52
	17 Ner	5,622	1	1	83	65	1·47	1·16
	18 Sendurni	5,350	1	1	158	155	2·95	2·89
	19 Jámner	5,309	1	1	141	142	2·65	2·67
	20 Kukdel (Sháháda)	5,212	1	2	153	242	2·93	4·64
	21 Bodvad	5,197	1	1	195	155	3·75	2·98
	22 Taloda	5,145	1	1	99	157	1·92	3·05
Total for Towns in Khándesh	22	174,908	29	62	4,012	7,128	2·29	4·01
Total for smaller Towns and Villages in Khándesh	2,603	853,734	163	277	8,093	13,345	·94	1·56
Grand Total, Khándesh ...	2,625	1,028,642	192	339	12,105	20,473	1·17	1·99
AHMEDNAGAR.	1 Ahmednagar	32,841	8	13	819	1,684	2·40	5·12
	2 Sangamner	9,978	3	5	300	452	3·00	4·53
	3 Páthardi	7,117	1	3	161	322	2·26	4·49
	4 Kharda	6,899	1	2	135	237	1·95	3·43
	5 Shrigonda	6,175	1	3	109	316	1·76	5·11
	6 Bhingár	5,752	1	3	80	234	1·39	4·07
	7 Karjat	5,535	1	2	93	165	1·68	2·98
	8 Sonai...	5,254	1	1	73	154	1·38	2·95
Total for Towns in Ahmednagar	8	79,551	17	32	1,770	3,564	2·22	4·58
Total for smaller Towns and Villages in Ahmednagar	1,334	694,387	114	219	5,291	9,794	·76	1·42
Grand Total Ahmednager.	1,342	773,938	131	251	7,061	13,358	·91	1·72
NA'SIK.	1 Násik	22,436	6	10	584	1,325	2·60	5·91
	2 Yeola	17,461	4	6	264	572	1·51	3·27
	3 Sinnar	10,044	1	3	101	299	1·00	2·97
	4 Málegaon	9,701	2	5	277	432	2·85	4·45
	5 Chándor	5,662	1	4	167	308	2·94	5·43
	6 Vinchur	5,321	1	1	72	91	1·35	1·71
Total for Towns in Násik.	6	70,625	15	29	1,465	3,027	2·07	4·28
Total for smaller Towns and Villages in Násik ..	1,623	663,761	110	222	5,577	9,619	·84	1·45
Grand Total in Násik..	1,629	734,386	125	251	7,042	12,646	·95	1·72
Grand Total for Towns in North-East Division ...	36	325,084	61	123	7,247	13,719	2·22	4·22
Grand Total for smaller Towns and Villages in the North-East Division	5,560	2,211,882	387	718	18,961	32,758	·85	1·48
Grand Total, North-East Division	5,596	2,536,966	448	841	26,208	46,477	1·03	1·83

Distribution Statement of all Elementary Schools in the Northern Division 1871 *and* 1882 (*Surat, Ahmedabad, Broach, Kaira, and Panch Mahâls.*)

	Inhabited Towns and Villages.	Population	Number of schools teaching Vernacular standards and recognized by the Educational Department		Number of Children learning Vernacular Standards in schools.		Percentage of Children at school to Population.	
			March 1871	March 1882.	March 1871	March 1882	March 1871	March 1882
SURAT.	1 Surat	107,149	22	33	2,004	3,487	1 87	3 26
	2 Bulsár ..	11,313	5	8	408	666	3·61	5 89
	3 Ránder	10,280	4	1	197	179	1 91	1 74
Total for towns in Surat	3	128,742	31	42	2,609	4,332	2·02	3 37
Total for smaller towns and villages in Surat ..	775	478,345	154	241	5,642	14,238	1·17	2 98
Grand Total, Surat	778	607,087	185	283	8,251	18,570	1 35	3·06
AHMEDABAD.	1 Ahmedabad	116,873	14	21	1,465	3,268	1 25	2 79
	2 Dholka . .	20,854	5	5	270	556	1 29	2 71
	3 Viramgám	19,661	4	5	393	649	1 99	3 31
	4 Dholera Bandar	12,468	2	4	244	511	1·96	4 09
	5 Dhandhuka . —	9,782	4	4	380	479	3 37	4 89
	6 Gogo ...	9,571	3	4	338	347	3 53	3 63
	7 Parántij . .	8,341	2	2	189	490	2 27	5 87
	8 Modása	7,436	2	2	187	360	2 51	4 84
	9 Sánand	7,229	2	2	241	309	3 33	4·27
	10 Mándal	6,774	2	1	168	156	2 48	2 31
	11 Pátri	6,320	1	3	164	298	2 59	4 71
	12 Barmalla	5,813	2	1	199	125	3 42	2 15
	13 Ránpur	5,796	2	2	215	217	3 71	3 74
Total for towns in Ahmedabad ..	13	236,916	45	13	4,403	7,765	1 90	3 78
Total for smaller towns and villages in Ahmedabad ...	868	592,719	81	173	3,567	6,867	0 60	1 16
Grand Total Ahmedabad	881	829,637	126	186	7,970	14,632	0 96	1 76
BROACH.	1 Broach ...	36,932	6	11	697	1,949	1 89	5 28
	2 Jambusar	14,924	4	6	360	702	2 41	4 70
	3 Anklesvar	9,414	3	4	324	628	3 44	6 17
	4 Áhmod —	6,125	3	3	286	327	4 66	5 34
Total for towns in Broach	4	67,395	16	24	1,667	3,606	2 32	5 35
Total for smaller towns and villages in Broach.	401	282,927	87	187	2,616	9,417	0 92	3 33
Grand Total in Broach	405	350,322	103	211	4,283	13,023	1 22	3 72
KAIRA.	1 Nadiad .	24,551	5	7	931	1,466	3·79	5 97
	2 Kapadvanj	13,982	2	4	254	485	1 82	3 47
	3 Umreth	13,954	5	6	552	767	3 96	5 49
	4 Kaira ...	12,681	3	6	320	531	2 52	4 19
	5 Borsad .	12,214	2	5	458	487	3 74	3 99
	6 Máhudha ...	9,384	6	6	708	658	7 52	7 23
	7 Anand — ..	8,773	1	3	217	278	2 47	3 17
	8 Od ..	8,423	1	2	206	231	2 45	2 74
	9 Mehmadabad .	8,065	2	4	238	526	2 95	6 52
	10 Dákor .	7,740	1	3	166	297	2 14	3 75
	11 Chaklási ..	7,081	2	1	131	138	1 85	1 95
	12 Sámarkha	5,231	1		87		1 66	
	13 Sársa ..	5,218	1	1	151	193	2 89	3 60
Total for towns in Kaira	13	137,297	32	48	4,419	6,057	3 21	4 41
Total for smaller towns and villages in Kaira	572	645,436	104	153	7,031	11,110	1 09	1 72
Grand Total in Kaira.	585	782,733	136	201	11,450	17,167	1 46	2 19
PANCH MAHALS	1 Dohad .	11,472	2	3	211	446	1 84	3 89
	2 Godhra ...	10,635	3	4	388	550	3 65	5 17
Total for towns in Panch Mahâls	2	22,107	5	7	599	996	2 71	4 51
Total for smaller towns and villages in Panch Mahâls	661	218,636	30	51	1,341	2,901	0 61	1 33
Grand Total, Panch Mahâls	663	240,743	35	58	1,940	3,897	0·81	1 61
Total for towns in Northern Division	35	593,459	129	134	13,697	22,756	2 31	3 83
Total for smaller towns and villages in Northern Division	3,277	2,218,063	456	805	20,197	44,533	0 91	2·01
Grand Total, Northern Division	3,312	2,811,522	585	939	33,894	67,289	1 20	2 39

Distribution Statement of all Elementary Schools in the Southern Division, 1871 and 1882, (Belgaum, Dhárwár, Kaládgi, and North Kánara.)

District.	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular Standards and recognized by the Educational Department.		Number of children learning Vernacular Standards in schools.		Percentage of Children at school to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Belgaum	1. Belgáum	32,277	5	10	377	1,578	1·16	4·89
	2. Gokák	12,612	2	5	162	355	1·28	2·81
	3. Athni	11,588	3	3	167	232	1·44	2·00
	4. Nipani	9,371	1	3	130	324	1·38	3·45
	5. Hángal	9,001	3	4	248	345	2·75	3·83
	6. Sankeshvar	8,905	1	2	125	315	1·40	3·53
	7. Saundatti	8,180	3	2	281	193	3·43	2·35
	8. Murgod	7,181	1	1	130	140	1·81	1·94
	9. Kittúr	7,166	5	4	293	493	4·08	6·87
	10. Sadalgi	6,863	1	1	60	144	·87	2·09
	11. Manoli	6,232	1	1	160	140	2·56	2·24
	12. Chikodi	6,184	2	3	123	274	1·98	4·43
	13. Nandgadpeth	5,748	1	3	62	374	1·07	6·50
	14. Hukeri	5,364	1	1	85	120	1·58	2·23
	15. Yamkanmardi	5,296	1	1	95	145	1·79	2·73
	16. Kongnoli	5,143	1	1	66	131	1·28	2·54
Total for Towns in Belgaum	16	147,111	32	45	2,564	5,303	1·74	3·60
Total for smaller Towns and Villages in Belgaum	1,062	791,639	60	137	3,356	9,618	·42	1·21
Grand Total, Belgaum...	1,078	938,750	92	182	5,920	14,921	·63	1·58
Dhárwár...	1. Hubli	37,961	6	16	419	1,799	1·10	4·73
	2. Dhárwár	27,136	8	17	528	1,811	1·94	6·67
	3. Ránebennur	11,623	2	5	102	378	·87	3·25
	4. Gadag	10,319	4	4	371	410	3·59	3·97
	5. Nárgund	9,931	2	4	153	275	1·54	2·76
	6. Navalgund	9,578	1	3	81	193	·84	2·01
	7. Betgeri	8,716	1	4	115	336	1·31	3·85
	8. Annigeri	7,098	1	1	57	196	·80	2·75
	9. Mulgund	6,844	1	2	111	303	1·62	4·42
	10. Hebli	6,483	1	1	81	173	1·24	2·66
	11. Sháhábázár (Bankápur) ...	6,268	2	3	73	336	1·17	5·36
	12. Kurtkoti	5,901	1	1	45	144	·76	2·61
	13. Háveri	5,465	2	3	198	263	3·62	4·81
	14. Ron	5,251	1	1	66	154	1·25	2·93
	15. Shelavadi	5,220	1	1	73	159	1·39	3·04
	16. Naregal	5,182	1	1	60	163	1·15	3·14
Total for Towns in Dhárwár	16	168,976	35	67	2,533	7,093	1·49	4·19
Total for smaller Towns and Villages in Dhárwár	1,293	819,061	73	285	4,329	18,947	·52	2·31
Grand Total, Dhárwár...	1,309	988,037	108	352	6,862	26,040	·69	2·64

District.	Inhabited Towns and Villages.	Population.	Number of Schools teaching Vernacular Standards and recognized by the Educational Department.		Number of Children learning Vernacular Standards in Schools.		Percentage of Children at school to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Kaládgi	1. Bágalkot	14,002	2	4	169	396	1·20	2·82
	2. Bijápur	12,938	4	4	248	312	1·91	2·42
	3. Guledgudd	10,674	4	7	221	453	2·07	4·26
	4. Ilkal	10,107	1	1	51	150	·05	1·48
	5. Gajendragad	7,665	1	1	123	134	1·60	1·72
	6. Tálikot	7,459	1	2	92	209	1·23	2·80
	7. Amíngad	7,314	1	1	66	165	·90	2·25
	8. Kerúr	7,096	1	1	140	123	1·97	1·73
	9. Kaládgi	6,592	6	6	346	437	5·17	6·63
	10. Hungund...	6,296	2	2	141	174	2·23	2·76
	11. Mangoli	6,038	2	1	100	170	1·65	2·78
Total for Towns in Kaládgi	11	96,181	25	30	1,697	2,723	1·76	2·83
Total for smaller Towns and Villages in Kaládgi	1,143	719,856	72	121	3,823	6,491	·53	·90
Grand Total, Kaládgi ...	1,154	816,037	97	151	5,520	9,214	·67	1·29
Kánara	1. Kárwár	13,263	4	12	232	802	1·74	5·41
	2. Kumta	10,932	2	4	196	432	1·79	3·95
	3. Sirsi	5,285	2	4	151	327	2·85	6·18
	4. Bhatkal	5,246	1	2	86	188	1·63	3·58
	5. Honávar	5,191	1	2	51	249	·98	4·79
	6. Haliyál	5,071	3	3	204	372	4·02	7·33
Total for Towns in Kánara	6	44,988	13	27	920	2,370	2·04	5·08
Total for smaller Towns and villages in Kánara	966	353,418	50	77	1,830	3,596	·51	1·00
Grand Total, Kánara ...	972	398,406	63	104	2,750	5,966	·69	1·46
Total for Towns in Southern Division	49	457,256	105	169	7,714	17,489	1·68	3·82
Total for smaller Towns and villages in Southern Division ...	4,464	2,683,974	255	620	13,338	38,652	·49	1·44
Grand Total, Southern Division	4,513	3,141,230	360	789	21,052	56,141	·67	1·78

Distribution Statement of all Elementary Schools in Sind, 1871 *and* 1882 (*Karáchi, Hyderabad, Thar and Párkar, Shikárpur, and Upper Sind Frontier*).

	Inhabited Towns and Villages.	Population.	Number of schools teaching Vernacular Standards and recognized by the Educational Department.		Number of children learning Vernacular Standards in schools.		Percentage of Children at school to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Kárachi	1. Karáchi	53,526	6	13	582	1,528	1·08	2·85
	2. Tatta	7,951	2	3	132	376	1·66	4·72
	3. Kotri	7,949	3	3	133	219	1·67	...
Total for towns in Karáchi... ...	3	69,426	11	19	847	2,123	1·22	3·05
Total for smaller towns and villages in Karáchi	707	354,069	20	33	928	1,526	·26	·43
Grand Total, Karáchi	710	423,495	31	52	1,775	3,649	·41	·86
Hyderabad	1. Hyderabad (including the city and suburbs)	41,152	16	24	708	2,203	1·72	5·35
Total for smaller towns and villages in Hyderabad	3,853	680,795	49	75	2,208	2,969	·30	·43
Grand Total, Hyderabad	3,854	721,947	65	99	2,916	5,172	·40	·71
Grand Total, Thar and Párkar ...	51	180,761	...	10	...	799	...	·44
Shikárpur	1. Shikárpur	38,107	16	15	1,555	2,185	4·08	5·73
	2. Old and New Sukkur	13,318	2	4	208	467	1·56	3·50
	3. Lárkhána	10,643	3	3	295	283	2·77	2·65
	4. Rohri	8,580	3	3	243	350	2 83	4·07
Total for towns in Shikárpur ...	4	70,648	24	25	2,301	3,285	3·25	4·64
Total for smaller towns and villages in Shikárpur	955	705,579	45	82	1,739	4,019	·24	·56
Grand Total, Shikárpur	959	776,227	69	107	4,040	7,304	·52	·94

	Inhabited Towns and Villages.	Population.	Number of schools teaching Vernacular Standards and recognized by the Educational Department.		Number of children learning Vernacular Standards in schools.		Percentage of Children at school to Population.	
			March 1871.	March 1882.	March 1871.	March 1882.	March 1871.	March 1882.
Upper Sind Frontier	1. Jacobabad	5,205	...	3	...	160	...	3·07
Total for smaller towns and villages in Upper Sind Frontier	75	84,780	...	4	...	169	...	·19
Grand Total, Upper Sind Frontier...	76	89,985	...	7	...	329	...	·36
Total for towns in Sind	9	186,431	51	71	3,955	7,771	2·12	4·16
Total for smaller towns and villages in Sind	5,641	2,005,984	114	204	4,776	9,482	·23	·47
Grand Total, Sind	5,650	2,192,415	165	275	8,731	17,253	·39	·78

APPENDIX L.

Extract from the Report of the Educational Inspector, Central Division, for 1881-82.

Remarks on Primary Schools.

"*Poona Collectorate.*—The number of schools at the close of the year was 233 and of scholars 12,473. These figures contrast very favourably with those of last year. The increase of only 10 schools has been attended with an increase of no less than 1,729 scholars, a fact which speaks well for the popularity and prosperity of the old schools. Of the 10 new schools opened, 3 are at places which have never before had a Government school. The average attendance also has improved, having been 78 per cent. against 76 last year. Of the 12,473 scholars on rolls, 5,741 are either purely or partly agriculturists, and of the same number 12,473, about 60 per cent., are the children of cess-payers. There is only one low-caste school attended by 33 children. Only those who can afford it pay any fee. It teaches up to the II Standard, and 8 boys passed under that standard out of 10 examined. The boys do not remain long enough at school to make further progress: 222 low-caste boys attend other Government schools. They are generally admitted free. The Deputy reports that they show an increasing desire for education.

"Of the 233 schools, 148 are Upper Primary and 85 Lower Primary; 8 (4 in the city of Poona and 4 in the mofussil) teach up to the highest Vernacular Standard VI., 12 up to the Standard V, and the rest from I to IV standards. In 31 schools Modi standards alone are taught, and in all the schools improvement in Modi reading and writing is perceptible. All the schools, with the exception of 9 recently opened, were examined with the results shown in the foregoing table. In all 6,824 pupils were examined (exclusive of 3,799 below standard). Of these 3,099 or 45 per cent. passed in all heads against 2,553 or 44 per cent. last year, 31 pupils having passed under the VI Standard against 27 last year. Besides these, 70 boys from different schools passed that standard at the Public Service Examination held at Poona in September. The Deputy reports that many of the schools are in an excellent condition, while others have made fair progress. Some, however, were found weak in grammar, history, and geography. These subjects are not looked on as of any practical use to boys after they leave school, and masters find it very difficult to induce their boys to pay as much attention to them as to other subjects.

"The fee-receipts have increased by Rs. 1,370-3-0 against the increase of Rs. 518-12-0 reported last year. During the year the Municipality of Alandi increased its contribution for vernacular education, and at Lonáuli the Municipality gave a building valued at Rs. 500 for the use of the school. For want of funds no provision could be made for new buildings either in the Budget for 1881-82 or 1882-83. Additional or more suitable accommodation for vernacular schools is one of the great wants of this district, the majority being still held in chávdis, dharmshálas, and temples, which are generally ill-suited to the purpose, and often in a very bad state of repair.

"The Deputy Inspector is of opinion that the school committees have not been of any practical use in furthering the cause of education, though last year he thought that beneficial results had attended their appointment. He says that these committees seldom visit the schools or take any interest in school matters, being generally most apathetic, careless, and in some cases even injurious.

"The financial state of the district has somewhat improved, the balance of Local Funds at the close of the year, as taken from my accounts, being Rs. 10,383-14-0, from which however must be deducted expenditure in the Public Works Department. Cess and fee-receipts and municipal contributions all show increases, but these are not sufficient to keep pace with increasing demands.

"*Sholápur Collectorate.*—The number of cess schools at the close of the year was 164 with 6,723 scholars, giving an increase of 6 schools and 246 scholars. The increase in scholars would have been greater had not enhanced rates of fees been introduced into 9 selected schools situated in large towns and villages. The object of this measure was to compel the inhabitants of the towns to contribute a fair share of the expense of the education of their children which formed an undue burden on the local cess, but I regret to state that the immediate result has been a large falling off in attendance. If this continues it will be necessary to revert to the old rates. The average daily attendance was 70 per cent, the same as last year. Of 6,723 children on the rolls, 4,023 are either purely or partly agriculturists, 4,409 or 66 per cent. being cess-payers. All the schools in the collectorate were examined during the year, except one, which was opened after the inspection work of the táluka in which it is situated was finished. Of the 164 schools, one hundred (100) are Upper Primary and sixty-four (64) Lower Primary. 3 or 4 of them have for the first time begun during the year to teach the highest vernacular standard VI, but none could present this year any boys under that standard; 7, or the same number as last year, teach up to the V, and the rest from I to IV standards. Twenty-two schools teach Modi standards and the rest Balbodh. Exclusive of 2,279 scholars below standards 3,548, or 546 more than last year, were examined, and 1,901 or 660 more than last year passed, raising the percentage of passes from 41 to 53. In addition to this, 6 boys

from different schools in the collectorate passed the Public Service Examination held in September. There are no schools specially for low-caste boys, but there were 41 such children attending Government vernacular schools at the close of the year.

"In this collectorate also better school accommodation is urgently needed. Of 169 schools (including Hindustáni and girls' schools), only 42 have got buildings of their own, 117 meet in chávdis, dharmshálas and rent-free buildings lent by the people, which are generally neither convenient nor in good condition, and for providing accommodation to 10 schools the Department incurs an annual expenditure of Rs. 782 in the shape of rent.

"The financial state of the collectorate is somewhat better than last year, the balance at the end of the year as shown by my accounts being Rs. 36,285 (Public Works Department expenditure having still to be deducted), and receipts from all sources showing increases, which will it is hoped allow of the further improvement of existing schools and the opening of more new ones. It has not been possible to provide in the year under report for the erection of any new school buildings, but in this direction also something may be done this year.

"*Sátára Collectorate.*—In this district there has been an increase of 5 schools and 712 scholars, the total being 219 schools with 12,371 scholars.

"The fee-receipts also show an increase of Rs. 1,731-5-0, mainly owing to the introduction of a higher scale of fees in town schools, a measure which has in this district met with no opposition. Very much might be done in the extension of primary education were funds available. The attendance has improved, having this year reached 78 per cent. as against 76 last year. Of the total number on the rolls 72 per cent. are cess-payers and nearly 50 per cent. are either wholly or partly agriculturists.

"Of the 219 schools, 168 are Upper Primary and 51 are Lower Primary; 29 of the Upper Primary schools teach the VI standard. Fifty-four schools teach Modi standards only, the rest teach Balbodh. No less than 104 schools have now the benefit of trained masters. All the 219 schools were examined once and 7 schools were twice examined during the year.

"In all 7,444 scholars were examined under standards, of whom 3,715 or 50 per cent. passed against 3,270 or 49 per cent. passed last year. Of these 52 passed under the VI standard, exclusive of 76 who passed the Public Service Examination from Government schools in the district. The Deputy reports that special attention has been paid to the study of Modi. These results show that primary education is progressing. The Revenue officers continue to extend most valuable assistance to the Department, and to this is no doubt due the improvement in attendance. But the Deputy Inspector does not report favourably of the school committees. The members are too frequently illiterate and ignorant persons, and take no interest in the improvement of the schools. The Deputy Inspector doubts too whether the village Kulkarnis are not, as a rule, out of all sympathy with the cause of popular education, feeling that their influence with the ryot diminishes with his enlightenment. It is satisfactory to note that in this district considerable interest is evinced by the people in the physical education of their children. In 3 schools there are regular gymnasia, and 20 have play-grounds attached to them. These are very popular, and are well supplied by the people with simple gymnastic apparatus. Financially the district is less thriving than last year, the cess receipts having for some reason fallen off considerably. Fee-receipts, however, have increased as shown above, as have municipal contributions, though these have been only for the provision of English-teaching in the 2nd Grade Anglo-Vernacular Schools.

"*Ratnágiri Collectorate.*—By the help of the additional grant from Provincial Funds, referred to in my last report, it has been possible to open 10 new schools. The total number is now 122 with 10,135 scholars on the rolls, being an increase of 10 schools and 1,585 scholars. The fee-receipts also show an increase of Rs. 358-5-6 due to the opening of the new schools and the increasing prosperity of the old ones. The average daily attendance shows the same percentage as last year, *viz.* 75. Of the 122 primary schools, 107 are Upper Primary, teaching up to the VI standard inclusive, and 15 are Lower Primary, teaching up to the II standard only. Of the upper primary schools 19 teach up to standard VI. All the schools teach Balbodh standards—103 schools were examined (and one was twice examined). Of the remaining schools, 10 were newly opened, and it was not found possible to examine the remaining nine owing to the absence on sick leave for 12 weeks during the travelling season of the Assistant Deputy Inspector. In all 5,260 boys were examined under standards and 2,868 or 55 per cent. passed. Last year only 51 per cent. passed. 83 boys passed under the VI Standard (70 passing at the Public Service Examination and 13 at the Deputy Inspector's examination). The Deputy reports that all the superior vernacular schools are now in a fairly prosperous state, and that the same may be said of all the inferior schools, except 10, which are backward both in numbers and progress. The schools did best in mathematics, which is reported to be their strong point. 62 of the schools are under trained masters. The increase in scholars is shared by all castes, but it is satisfactory to note that 87 Mahár and Máng boys now attend school against only 10 last year. This is due to special classes for them having been opened in connection with the Harnai, Málvan and Khed schools. In the last-named a special scholarship of Rs. 3 per mensem is given in the low-caste class consisting of 18 boys. At Harnai the class consists of 13 boys and at Málvan of 36 boys and 5

girls. For want of funds but little can be done in the way of providing gymnasia, and only 3 schools are provided with apparatus. The Deputy reports that 55 of the schools have been also examined by the District Officers, whose visits have done immense good in improving the attendance and general management, in keeping masters always alert, and in making the members of the school committees more active.

"I have pleasure in reporting that Ráo Bahádur Vináyakráo Bhagwat Sarnyáyadhish of Cutch has placed at the disposal of the District Local Fund Committee a sum of Rs. 1,500, the interest of which is to be devoted to assisting poor students of the boys' schools at Ratnágiri and Chiplún in the purchase of school-books, &c.

"While thus recording that some progress has been made, I regret to state that the financial state of the district is such as to forbid hopes of any great further progress. The estimated balance at the close of the year 1882-83 is Rs. 210 only. The fixed recurring charges for establishment only now amount to about 86 per cent. of the yearly income from all sources. At least 25 more schools are urgently required, and many of the existing ones still want books and furniture, while the masters and assistant masters are in many places miserably under-paid.

"*Thána Collectorate.*—The number of primary boys' schools at the close of the year was 167 with 9,064 scholars on the rolls. Much has been done, chiefly on the recommendation of the Revenue Officers, in transferring schools to more promising localities and also in opening new ones in less populous places, for the education of the wilder tribes and lower classes. The net increase of 8 schools has only been possible by the strictest economy, and indeed the efficiency of the schools is seriously impaired by the want of additional assistant masters. The number of scholars has increased by 1,048, the average attendance however showing a slight falling off, being 75 per cent. against 76 last year. The fee-receipts have increased by Rs. 1,152-10-10, partly owing to the increased numbers and partly to the introduction of higher rates of fees and re-admission fees in large towns. These measures have been adopted by the district committee with a view to relieve the cess funds to some degree from the undue expenditure on town schoels, which are for the most part not attended by the agricultural classes. Of the total numbers on the rolls in all the cess schools 5,043 or 56 per cent. are either wholly or partly agriculturists, and 5,960 or 66 per cent. or cess-payers. Of the 167 schools, 124 are now classed as Upper Primary, teaching up to the III standard at least, and 43 Lower Primary, teaching the I and II standards only. Of the former 11 schools teach up to the VI Standard. All the schools were examined during the year, and out of 4,576 scholars examined under standards 2,129 or 47 per cent. passed under all heads. Last year the percentage passed was 43 only. Seven boys passed under the VI Standard at the Deputy's examination, besides 29 who passed the 2nd class public service examination. The Deputy observes that there has been a great improvement in Modi reading and writing. This year the Deputy has succeeded in opening a special school for low-caste boys at Panvel. It is now attended by 43 pupils and is making good progress. These results are very satisfactory and very creditable to Mr. Sathe and his assistant, who are however in great measure indebted for them to the warm co-operation and hearty support of the Collector Mr. Mulock, and his assistants Messrs. Loch and Lawrence. Mr. Sathe reports 'with great pleasure the liberality evinced by the Collector, W. B. Mulock, Esquire. Whenever the progress of a school was found satisfactory, he gave pecuniary rewards to boys. In the Kalyán and Umbargaon schools especially he gave handsome amounts of money for distribution to school-boys and girls.' If only funds were available very much might be done in this district, which, after being for many years in a more backward state than other parts of the division, seems now to be awakening and evincing a desire for education. In proof of this may be instanced the fact that with a view to obtain instruction under higher standards for their children, 4 villages have contributed this year Rs. 252 towards the support of their schools. On this point the Deputy observes, 'Where the people desire a higher standard of instruction than can be imparted by the number of teachers appointed in proportion to the attendance of boys, they offer to pay the cost of the additional teacher required, on condition that their request for higher instruction be granted, and the offer is readily accepted. This practice is, I think, greatly conducive to the formation of the habit of self-reliance in the people.' Unless however further aid can be obtained, no further increase of popular education can be looked for. Nor can anything be done for new buildings which are in many cases urgently required. The Local Fund balance at the close of the year, as shown by my accounts, is Rs. 22,933-8-10, from which has to be deducted Public Works Department expenditure not yet accounted for but estimated at Rs. 8,000 to Rs. 9,000, and the estimated balance at the close of 1882-83 is Rs. 310 only.

"*Kolába Collectorate.*—Owing to want of funds it has only been found possible to increase the number of schools by 1 and of scholars by 276. The fee-receipts show a small increase of Rs. 63-11-0, mainly due to the imposition of re-admission fees in town schools. The average attendance was the same as last year, 75 per cent. Of the 75 schools, 9 teach up to the VI Standard, 8 to the V Standard, 12 to the IV, 27 to the III, and 15 teach the first 2 standards only. Eleven of these schools teach Modi standards, the rest Balbodh. All the 75 schools were examined by the Deputy Inspector or his assistant. Out of 2,680 boys examined under standards, 1,053 or 39 per cent. passed. Last year 46 per cent. of those examined passed. Three boys passed under the VI Standard at the Deputy's examination and 32 at the Public Service Examination. These results are very far from satisfactory. I

remarked last year that at least half the inferior schools in the district were in a backward and unsatisfactory condition, and I regret to find that there is no improvement in them. Of the whole number on the rolls, 63 per cent. are either wholly or partly agriculturists and 70 per cent. are cess-payers. The Deputy Inspector reports that there is an increasing desire for education in this district, but for the present and until additional funds are available no extension of primary education can be looked for.

"*Maráthi Schools, Bombay.*—The number of this class of schools at the close of the year was 22 with 2,100 scholars, showing an increase of 2 schools and 197 scholars, due to the opening of schools at Chinchpoogly and Wálkeshwar, and partly to the prosperity of the old schools. The receipts from fees amounted to Rs. 7,242-3-0, showing an increase of Rs. 2,231-3-0, due to the same causes. The average monthly number on rolls was 2,110, showing an increase of 153 over last year and the average daily attendance 1,706 or 81 per cent., being one less than last year. In all 1,640 boys were examined and 717 passed, the percentages of passes to number examined being 44 against 43 last year. But this rise of one per cent. does not represent a corresponding rise in efficiency, the passes this year under each of the higher standards III, IV, and V, being less than last year. The schools are well supplied with trained teachers. The Deputy reports, 'During the year under report the working of the schools and the conduct of masters and assistant masters under me was satisfactory.' Of the total number of separate Maráthi schools (25), 3 have houses of their own, 2 meet in buildings lent by the people free of rent, and 20 meet in hired buildings, Rs. 4,581.

"Three more schools at Sewri, Mátunga and Sion are still required.

"*Gujaráti Schools, Bombay.*—The number of these schools was 14 with 1,949 scholars, showing an increase of 1 school and 228 scholars. The receipts from fees amounted to Rs. 7,288-6-0, or Rs. 653-12-0 more than last year. The average monthly number on the rolls rose from 1,692 to 1,834 and the average daily attendance from 1,402 to 1,553. The percentage of attendance also rose from 83 to 85. All the 14 schools were examined, the number of scholars examined being 1,423 against 1,295 last year, and the number passed 588 against 494 last year. The percentage of passes rose from 38 to 41. The Deputy reports that the examination results of these schools have been all satisfactory, especially those of the Chandanwadi, Mumbádevi, Rangari Street, and Kappar Bázár Schools."

APPLICATIONS FOR NEW VILLAGE SCHOOLS.

"The number of applications for new schools is still greater than it was last year, no less than 152 having been received as under :—

	No. of applications.
Poona	40
Sholápur	19
Sátára	15
Ratnágiri	11
Thána	41
Kolába	26
	152

"Only 63 of these could be complied with for want of funds, *viz.*, 16 in Poona, 10 in Sholápur, 6 in Sátára, 6 in Ratnágiri, 16 in Thána, and 9 in Kolába.

"*Poona.*—Last year 13 applications remained to be complied with. This year there are still 24, and I see no present prospect of meeting them. As the circumstances of the people are improving, the demand for schools is on the increase, and to meet the demands of next year, probably about 50 more schools will be required.

"*Sholápur.*—Last year only 4 applications remained; this year there are nine, and for next year I anticipate a demand for about 30 more schools, which it will not be possible fully to meet. As I pointed out last year the people have in many cases ceased to apply for schools.

"*Sátára.*— Were funds available, some 36 more schools might be opened at once.

"*Ratnágiri.*—The probable demand for new schools next year will be 25, but I see no prospect of giving them.

"*Thána.*—At least 35 more schools might be opened were funds available.

"*Kolába.*—The probable demand next year will be for 17 more schools. To sum up, about 200 new schools are at once required to meet the existing want of the Division and would be opened within the next year if funds were available."

APPENDIX M.

Remarks by the Educational Inspector, Northern Division, on Primary Schools (Boys').

"*Surat Northern Division.*—The number of schools rose from 140 to 145, and the number of scholars from 8,671 to 9,399, showing an increase of 5 schools and 728 scholars. The average daily attendance was 6,337 against 6,022, showing an increase of 315. 53·3 per cent.

of those on the register were presented for examination; of those presented under the standards 62·2 per cent. passed, a better figure than that for 1880-81 when the percentage was 58·5. Under Standard VI, 42 boys passed, or 16 more than in last year, while 33 boys passed the 2nd Grade Public Service Certificate examination, 18 more than in last year. I still however have to report that very few boys from this sub-division join the Ahmedabad Training College.

"*Surat Southern Division.*—There are 105 schools and 7,031 scholars against 100 and 6,517 in 1880-81, showing an increase of 5 schools and 514 scholars. The average daily attendance was 4,460 against 4,008, showing an increase of 452. 52·7 per cent. of those on the register were presented for examination. Of those presented, 56·2 passed under the standards, a figure lower than that for Northern Surat. In all standards, except Standard I, fewer boys passed than in last year. The Assistant Deputy Educational Inspector explains this by stating that he raised the standard of examination during the year, his object being to secure in future a more thorough and practical knowledge of the Anks, better handwriting in the lower standards, and a more comprehensive knowledge of history and geography with better composition in the higher standards. The explanation may be accepted, but I would add as an additional reason the weakness of the subordinate staff in many cases: *vide* my remarks in the report for 1880-81.

"The grant of Rs. 1,704 from the Surat Municipality has to some extent relieved the financial pressure felt in the zilla and especially in Surat Southern Division. It has enabled us to show an increase of 10 schools in the whole zilla. These schools were classes formerly attached to main schools. The class system, I may here remark, is now largely used in Surat, Kaira, and Broach, and is a cheap expedient for developing education. It is not altogether satisfactory in cases where, for want of funds, 40 or 50 boys are taught by an assistant on Rs. 5, but it is useful in testing the desire of a village for education. If the class flourishes a separate school is opened when funds permit; if the class fails, the assistant is withdrawn, and there has been little useless expenditure.

"*Broach.*—There is a decrease of 3 schools but an increase of 637 scholars, the numbers being 196 and 193 and 11,521 and 12,158 respectively for 1880-81 and 1881-82. The average daily attendance was 7,467 against 6,697 for 1880-81, showing an increase of 770. Of the total number on the rolls, 52·1 were presented for examination. Of those presented 58·8 passed under the standards. No less than 70 boys passed under Standard VI, and the total number passed under the standards was 3,723 as compared with 3,302 in 1880-81. The Deputy Educational Inspector has made very lengthy remarks on the standards, their defects and advantages. I regret that they are too discursive to be summarised. The zilla has lost 3 schools, but 8 more classes have been opened, which will, if successful, be converted into independent schools.

"*Kaira.*—There are 175 schools against 176 in 1880-81, but 15,776 scholars against 14,591, showing an increase of 1,185. The average daily attendance was 10,411 against 9,010 in 1880-81, showing an increase of 1,401. The increase is unusual and most satisfactory, being in excess of the increase in the number on the rolls. 8,704 boys or 56·9 of the number on the rolls were presented under the standards. Of those presented, 4,427 or 50·1 passed in all heads. The figures for the year under report show an increased number passed under every standard as compared with last year. No less than 101 boys passed under Standard VI. As compared with 1880-81, 1,078 more scholars were examined and 654 passed under the standards. One school has been closed, but many classes have been opened, so that the large increase does not belong entirely to the old schools. The classes, 30 in number, contain 842 boys, the increase for old schools being thus 343.

"*Ahmedabad.*—There is an increase of 3 schools and 817 scholars. There are now 157 schools and 12,263 scholars against 153 schools and 11,446 scholars in 1880-81. Though the increase in the number on the rolls is satisfactory, the increase in average daily attendance is still more so, the average daily attendance having risen from 7,492 to 8,531, an increase of 1,039: 7,444 boys or 61·1 of the number on the register were examined under the standards, of these 4,092, or 54 per cent. passed. The number passed in all standards is superior to that of the previous year. 99 boys passed in Standard VI. The remarks made by me last year as regards the steady progress of education in Ahmedabad Zilla are entirely confirmed this year.

"*Panch Mahâls.*—The number of schools has risen from 38 to 51, an increase of 13; the number of scholars from 2,676 to 3,601, an increase of 925. The average daily attendance has increased from 1,723 to 2,285, being an increase of 562; 1,635 boys or 45 per cent. of the number on the rolls were presented for examination; of these 795 passed, giving a percentage of 48·6. 12 boys passed in Standard VI., being 2 more than in 1880-81. The increased Provincial grant has enabled us to show this very large increase in the Panch Mahâls. Besides the 13 schools mentioned above, there are a few classes which are not shown as they are experimental and not regularly budgeted for. Even with the large increase noted, the wants of the zilla are not yet supplied, but in time more can be done when an increase of fee becomes advisable in the more wealthy tâlukas. On this point I have been in correspondence with the Collector and President, but it is better to move slowly in a district which is still very backward.

"Summarising the above remarks, it may be noted that the increase in schools is small, in scholars very considerable throughout the 5 zillas. I need hardly repeat that the

increase in schools is checked by want of funds. The increase in scholars is due to a favourable year, and let us hope the increasing popularity of the system pursued. I would also here state my belief that the general interest shown in education by all District Officers has infected the people among whom they work. As a result, the interest of the villagers in the village school is increasing from year to year. As regards the comparative efficiency of the 5 zillas, I subjoin a small table showing—

(a) the number on the rolls.
(b) the percentage examined.
(c) the percentage passed to those examined.

"In considering the value of such a table, the assumption of a level standard of examination is necessary :—

Name of Zilla.	Number on the Rolls.	Percentage of number presented to number on rolls.	Percentage of number passed to presented.
Surat, N. D.	9,399	53·0	62·2
Surat, S. D.	7,031	52·7	56·2
Broach	12,158	52 1	58·8
Kaira	15,776	56·9	50·1
Ahmedabad	12,263	61·1	54·0
Panch Mahâls	3,601	45·0	48·6

"This table shows that Kaira and Ahmedabad presented the largest number of those on the rolls, while Broach, and Surat Northern and Southern, were nearly equal in their percentage. On the other hand in Surat Northern a much higher percentage passed than in any other zilla. Broach comes 2nd, then Surat Southern, with Ahmedabad and Kaira nearly equal. In both cases the Panch Mahâls comes last, as might be expected, considering the physical disadvantages of the district."

APPENDIX N.

Remarks of the Educational Inspector S. D. on Local Committee Schools.

"*Vernacular School Committees.*—During the year under report, the school committees have done much (but, in most cases, on compulsion) towards increasing school attendance. The Mamlatdârs have of late begun to learn and to do their duties in connexion with primary schools, and they are written to, whenever required, to urge or warn indifferent school committee men, who are sometimes, if useless, replaced by new men. All this is done by and through the District Collectors. The working of school committees, and Mamlatdars' visits to schools are noticed by my Deputies in their inspection reports. The Mamlatdars and school committees, who do not visit schools, are reported to their Collectors. Although there are many indifferent school committees, their working is, on the whole, better than what it was some three years ago. Some committees have themselves built new school-houses, and some have promised handsome contributions for new school-houses."

"*Prizes for Manuscript Reading and Writing.*—Handsome contributions were made by a good many villagers in the Dhárwár, Belgaum, and Kaládgi Districts; and turbans, &c., were purchased and given to Kunbis and others for good handwriting and manuscript reading. At Gadag, Hubli, Kittur, Athni, &c., there were large popular meetings for the distribution of prizes and some of these were presided over by European local officers. In all Kánarese schools, Modi reading and writing is taught, wherever required, to meet local requirements; and similarly Kánarese reading and writing is taught, if required, in Maráthi schools. It would be well, if this plan were followed in the State schools under inspection in the Southern Division."

APPENDIX O.

Remarks by the Educational Inspector, Central Division, on Mahomedan Schools.

"The two schools in the Poona Collectorate are both taught by trained teachers, and the one at Poona is reported to have greatly improved, though the 3rd is still the highest standard taught. The other at Junnar is making fair progress, though it is still in a very infant state. The class attached to the Poona Camp Vernacular school was favourably reported on by the Hindustani Deputy as well as by Mr. Soboni. The other classes are not doing much, and of Ghodnadi the Deputy remarks that the Mussalman inhabitants take little or no interest in it. In Sholápur the education of Mahomedans is specially backward, there is but one school, and that shows no life. In Sátára matters are somewhat better, but considering

the large Mahomedan element in the population, the schools do not thrive as they ought. The bulk of the Mahomedan population are very poor and are in no way alive to the advantages of education. In many cases too it is found that they prefer that their children should be educated through the medium of Maráthi, which is really their vernacular. The Sholápur Deputy recommends a more liberal admission of Mahomedans as free students. To do this is really to educate them at the expense of their neighbours. In Ratnágiri, too, the Deputy reports that the Mahomedans have no desire for education, or if they evince any such desire, they prefer that their children should attend the Maráthi schools. In this district the Mahomedans are mostly fishermen and boatmen. In Thána alone is there any considerable increase apparent in the number of Mahomedan students. The schools at Kalyán, Bhiwndi and Panvel are all doing well, but in this district also the vernacular of the Mahomedans is really Maráthi. The Deputy notes too that in consequence of the public service examination of the district being in Maráthi, those Mussalmans who wish to get their children into Government employment naturally send them to the Maráthi schools, and in the Hindustani schools at Bhiwndi a special teacher has lately been employed to teach Maráthi. In Kolába the Hindustani schools stagnate, one cause probably being the difficulty of finding for them trained and educated Mahomedan teachers. In Bombay the Hindustani Deputy found a rather more advanced state of matters, and reports that the class attached to the Mumbádevi school had attained a fair degree of efficiency, and read Urdu with a fluency and correctness of pronunciation hardly to be met with in our district schools. He also found them well grounded in arithmetic, which is somewhat unusual with Mussalman lads. The Deputy Inspector, Hindustani Schools, ascribes the backwardness of our Hindustani schools to the following causes :—

(*a*). The scarcity of competent trained masters.

(*b*). The want of suitable text-books, maps, &c.

(*c*). The fact that the Hindustani language is not one of the recognized vernacular languages of the province.

(*d*). The pitiable poverty of the people.

(*e*). The richer classes preferring to educate their children at home and thus give them a knowledge of Persian and Arabic.

(*f*). The exclusion of religious teaching from Government schools.

"The following extracts from his report may be of interest. Speaking of the Hindustani text-books in use he says, 'Most of the books now in use in our schools possess no literary or other merit to recommend them for school use. The Hindustani series, now in use, is for the most part a translation into Deccani of the corresponding Maráthi series, and possesses all the defects of a translation without any of its merits. The Lahore series is a decidedly preferable one and should be introduced into our schools at an early date. The Urdu books on History, Geography and Arithmetic (chiefly composed in Northern India) with which some of the schools have been supplied have not been used at all by the masters either in teaching their classes or for their own instruction. Hindustani maps and geographical descriptions of the several districts or zillas of the Bombay Presidency were not found by me in any of the schools and will have to be prepared when practicable.' On the other points referred to he reports as follows :—

"'1. Qualified Mussalman teachers to conduct Hindustani schools efficiently are not available on the salaries the department can offer them under the present circumstances and under the present system of training masters. The Brahmins, who form the bulk of our vernacular school-masters, are bound both by the traditions of their race and by strong social and religious restraints to make the pen and their literary acquirements only the means of earning their bread: but the Mussalmán, in whose case no such social or religious restraints exist, would rather be a soldier, a policeman or a butler than undergo a course of training and then obtain the situation of a school-master on a salary not much higher than that of a peon. I have met assistant masters on Rs. 5 and head masters on Rs. 10. No great competence can be expected from men who receive such small pittances.

"'2. Want of suitable books, maps, &c., for school use.

"'3. The Hindustani language not being one of the recognized district vernaculars in this Presidency does not commend itself to its learners as of any utility for earning their livelihood by entering the inferior grades of Government service. The study of the district vernacular is therefore prosecuted by those Mussalmans who can afford to do so at a great disadvantage in competition with those whose vernacular it is and who consequently master it with a comparatively greater facility. To obviate this difficulty as far as possible, and to increase the utility of instruction given in Hindustani schools, it seems advisable that our standards should be so revised as to include the reading and writing of official documents in the district vernacular and to give instruction in all other branches of knowledge in good Urdu.

"'4. The pitiable poverty of the Mussalmans of this Presidency and their consequent desire to take advantage of the physical labour of their children as soon as such labour can produce any appreciable fruits, either in the field or elsewhere, rather than look to the more remote advantages of education, is one of the chief causes why Mahomedans' schools are so thinly attended. At many of the places visited, large bodies of the poorest classes called

on me and requested me very earnestly to obtain for them a general remission of the fees or at least a reduction in the present rate. They represented to me that this measure would enable some of the poorest classes to send their children to school. I beg to solicit your attention to this subject. The Mahomedans are by far the poorest section of Her Majesty's subjects, and you will therefore kindly consider the advisability of extending to them more generally than has hitherto been done the indulgence of free admissions into Government schools.

"'5. The richer classes prefer to educate their children at home or to send them to indigenous schools because they want to have them taught Persian and Arabic.

"'6. The exclusion of religious instruction from our schools might be considered another reason why the Mahomedans are indifferent to Government schools. The religious instruction so much insisted upon by Mussalman parents consists simply of being taught to read a few chapters of the Koran. A Mussalman child is not expected to understand what he is taught to read. This is, in fact, no instruction.' Mr. Baig recommends that an officer of this Department should be sent to Northern India to make a thorough and careful enquiry into the working of some of the most efficient schools at the centres of Mussulman education, and thus qualify himself to draw up a scheme for the improvement of our schools and intimates his willingness to undertake this duty."

APPENDIX P

Results of Instruction in Government and Private Schools in point of quality as shown by numbers passed under different Standards.

I.—Standards for European and Eurasian Schools.

Aided Schools.

| Class of Schools | Number of separate Schools examined | Number of average attendance of Schools examined | Total number of Scholars examined under the Standards | Number of Scholars passed | | |

II.—Standards for Anglo-Vernacular Schools.

Government, Aided, and Inspected Schools.

| Class of Schools. | Number of separate Schools examined. | Number of average attendance of Schools examined. | Number of Scholars presented at First Examination. | Number of Second Examinations of same schools. | Number of Scholars presented at second examination. | Total number of Scholars examined under the Anglo Vernacular Standards. | Number of Scholars passed under Anglo-Vernacular Standards. | | |

III.—Standards for Vernacular Schools.

Government, Aided, and Inspected Schools.

Class of Schools.	Number of separate Schools examined.	Number of average attendance of Schools examined.	Number of Scholars presented at first examination.	Number of second examinations of same Schools.	Number of Scholars presented at second examination.	Total number of Scholars examined under the Standards.	Number of Scholars passed. Standard I. Multiplication Tables.	Barakhadi.	Reading.	Needle-work.	Passed in all heads.	Standard II. Arithmetic.	Reading.	Writing.	Knowledge of what a Map is.	Needle-work.	Passed in all heads.
Primary Schools. Boys'	4,511	206347·1	157,985	213	7,517	158,508	41,087	38,219	2,130	..	35,657	30,484	28,283	30,906	27,141	..	21,547
Primary Schools. Girls	290	10113·0	6,080	42	952	5,733	2,036	1,710	733	71	1,615	1,084	1,137	1,180	1,091	199	807
Primary Schools. Mixed	19	1306·0	835	..	..	835	251	252	24	6	229	180	191	157	156	4	108
Jail Schools. Boys'	9	214	168	..	..	135	33	32	..	..	31	24	18	22	10	..	9
Police Schools. Boys'	10	544·5	443	..	..	287	27	33	..	..	24	22	20	26	18	..	13
Primary Jail Schools.	60	2689·3	1,637	..	..	1,563	433	467	4	..	362	287	252	269	123	..	124
Night Schools ..	163	2110·1	1,052	9	128	1,065	350	349	66	..	325	201	208	167	86	..	117
Industrial School, Dhárwár.	1	45·3	29	1	26	55	15	13	..	..	13	5	6	7	5	..	5
Total ..	4,[illegible]	223369·9	168,279	265	8,623	163,296	44,232	41,075	3,007	77	38,256	32,287	30,115	32,734	28,630	203	22,730

Class of Schools.	Standard III. Arithmetic.	Reading.	Writing.	Geography.	Needle-work.	Passed in all heads.	Standard IV. Arithmetic.	Reading.	Writing.	History and Geography.	Needle-work.	Passed in all heads.	Standard V. Arithmetic.	Reading.	Writing.	History and Geography.	Needle work.	Passed in all heads.	Standard VI. Arithmetic.	Reading.	Writing.	History and Geography.	Needle-work.	Passed in all heads.
Primary Schools. Boys'	19,658	19,932	21,712	18,556	..	13,913	11,597	11,018	12,664	10,252	..	7,783	4,880	4,373	5,587	4,072	..	3,146	1,398	1,517	1,616	1,359	..	1029
Primary Schools. Girls	594	662	649	647	604	433	272	299	289	255	278	204	75	78	77	64	72	57	24	22	21	23	22	23
Primary Schools. Mixed	117	131	136	117	28	74	77	78	88	69	14	51	28	27	31	24	10	18	..	..	..	..	..	..
Jail Schools. Boys'	11	10	10	8	..	6	12	12	12	4	..	4	..	..	..	..	..	..	..	..	..	..	..	..
Police Schools. Boys'	28	27	28	23	..	22	5	6	11	3	..	4	..	..	..	..	..	..	..	..	..	..	..	..
Primary Jail Schools.	161	163	166	106	..	68	72	58	71	35	..	26	56	54	48	33	..	24	..	..	..	..	..	..
Night Schools ..	103	104	58	44	..	30	30	34	22	18	..	18	4	3	3	4	..	2	..	..	..	..	..	..
Industrial School, Dhárwár.	5	8	8	8	..	5	2	3	5	2	..	2	10	9	9	8	..	8	..	..	..	..	..	..
Total ..	20,677	21,037	22,767	19,508	632	14,551	12,068	11,613	14,162	10,743	292	8,091	5,053	4,544	5,755	4,205	80	3,253	1,422	1,540	1,637	1,382	21	1051

APPENDIX Q.

Remarks of the Educational Inspectors on Physical Education.

Central Division.—"The state of gymnasia attached to High schools has already been reported on in my remarks on those schools. The gymnasia attached to the Poona Training College and the Poona Camp 1st Grade Anglo-Vernacular School continue to work satisfactorily. In some cess schools in Sholápur, Sátára and Ratnágiri, a beginning has been made in providing physical education. Four schools in Sholápur and 3 in Ratnágiri have been supplied with gymnastic apparatus, and some have small play-grounds attached to them. In Sátára there are three regular gymnasia and 20 play-grounds attached to Government Vernacular schools. These institutions are very popular, and were funds available I should like to see a gymnasium and play-ground attached to every village school."

North-East Division (Mr. Jacob).—"All the high schools and 1st grade middle schools are now provided with gymnasia, and they have been extensively used by the students. The gymnasium at Násik is badly ventilated and is incapable of improvement; but those at Dhulia and Ahmednagar are all that can be desired. A cricket-club was formed at Ahmednagar in November last, and will, I hope, be permanently kept up. The Collector and other gentlemen in the town have liberally contributed to its support, and the High school boys continue to show a hearty interest in the game. A great deal has been done this year to encourage athletic exercises in village schools. The Maráthás of the Deccan have always shown a fondness for out-door games; and in many villages the people have been most ready to supply the school at their own cost with hatvis, malkhambs and other simple gymnastic apparatus. In Khándesh the school-boys at Yával, Shirpur, Pimpalner and Chápáner have made a good beginning; and the Deputy expects that many other village schools will follow their example. In Ahmednagar the Deputy reports that 30 school gymnasia have been started and that 17 other schools were to be similarly equipped very shortly. The Deputy Inspector of Násik states that no less than 60 school gymnasia have been opened this year in different parts of the zilla, and that about a 'thousand boys go regularly through gymnastic exercises every evening after school hours under the superintendence of their master. In some villages small open places near the school-house are hedged round for the gymnasium, and soft earth or sand thrown over the levelled ground. At other schools where there is no gymnastic apparatus, the boys are taught native games.'"

Northern Division.—"The High schools at Rájkot and Bhavnagar are supplied with well-built gymnasiums fitted with the requisite apparatus, and both have paid-teachers to instruct the boys. At Junagad the gymnasium is under construction and will soon be ready. It is mortifying to think that while 3 of the High schools of Káthiáwár have good gymnasiums attached to them, not a single Government High school has any gymnastic apparatus further than an out-of-door horizontal bar, parallel bars, and swing. I was in hopes that through the liberality shown by the Surat Municipality in 1880-81 in granting a sum of Rs. 2,500, the Surát High School would by this time have been provided with a gymnasium, but unless an equivalent grant is given by Government, I fear the project will have to be abandoned. As regards the primary schools, much more attention is now paid to physical exercises than formerly. In Broach I am usually able to spare a small sum for the encouragement of gymnastics, while in other zillas efforts are made to supply at least the táluka schools with such simple apparatus as the malkhamb, parallel bars, and clubs. Also, where space permits, the boys are encouraged to engage in games under the master's supervision, and I have myself seen them enter on these games with pleasure and energy. In Káthiáwár much attention is paid to gymnastics, and the performances I have seen at Limbdi and Wadhwán are very creditable. In both the Training Colleges also gymnastics are regularly practised, and the performances of the young men are tested at the time of the annual examination."

Southern Division.—"Gymnastics are well practised, as remarked in my last report, in the Kolhápur High School and the Dhárwár Training College. Something in this way is done also in the Belgaum and Dhárwár High Schools. By Mr. Candy's (Kánara Collector) exertions, some gymnastic apparatus was lately purchased for the Kárwár High School from contributions. The second grade Anglo-Vernacular schools at Haliyál and Kittur, and the Vernacular schools at Dhárwár and Lakshmeshwar have also some gymnastic apparatus given by certain native gentlemen. According to an order of last year (by Mr. Rodda) many schoolmasters take their students (in the absence of a play-ground near the school-house), at least twice a week, out of their village, and see them play (in an open place) native games. It appears that this sort of encouragement of native games has induced little boys of five and upwards, who would otherwise have stayed at home, to come to our schools, and that the boys are becoming, of late, more cheerful and regular in attendance, especially the beginners, the "ankvalas," for whom we have still to make school more tolerable. On receipt of your instructions about the introduction of arithmeticons, and forms and colour boxes, my Deputies' reports were called for. But the plan being costly could not be immediately attended to. At my request, Mr. Rodda prepared Kánarese alphabet cards for use in Vernacular schools; and all the Deputy Inspectors were ordered to purchase as many sets (of 52 cards each) as they wanted, from Mr. Rodda. Each set costs not more than three annas. I hear that these cards are used only in the Dhárwár and Kánara districts.

The Belgaum and Kaládgi Deputy Inspectors will be asked to state why they are not introduced in their districts. They serve very well, I hear, to amuse and teach the little "ankvalas".

Sind.—(*Mr. Hart-Davies*).—"The gymnastic classes attached to the High schools at Karáchi, Hyderabad, and to the Normal school are doing very well. The Hyderabad boys attend the class thrice a week and learn games from the sepoys of the Biluch Regiment, and I am glad to observe that the boys willingly take to this form of exercise. The cricket club class at Karáchi is flourishing under the able management of Mr. Edalji Talati, who takes great interest in it. The boys of his school play fortnightly matches among themselves to compete for the prize of a bat awarded in every year by the Commissioner of the Province. During the year they have also played matches on several occasions against the boys of other local schools and have been generally successful. The boys of the 7th standard in the Hyderabad High School have recently established a cricket club among themselves and have distinguished themselves by a success in a match against the medical school cricket club. No such classes exist at Shikárpur, but I trust that the new Head Master will soon try to impress on his pupils the physical advantages attending thereon, and make them establish a cricket or gymnasium class, if not both."

APPENDIX R.

Resolutions of Government affecting the Educational Department.

No. 1501.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 10th October 1881.

Read again—

Memorandum from the Government of India, Home, Revenue and Agricultural Department, No. 5—302-319, dated 22nd November 1879—Forwarding a Resolution in that Department regarding the education of European and Eurasian children in India, together with a report on the subject by Archdeacon Baly for such enquiry as this Government may think fit to make; stating that the Local Governments will be asked to consult selected Educational and other officers named and will be requested to furnish their opinion on the matter by some date not later than the end of next March.

Government Resolution No. 1504, dated 9th December 1879—Forwarding the above to the following officers and gentlemen for their opinion, and requesting the Lord Bishop of Bombay to suggest by whom and in what manner the enquiry suggested in paragraph 4 of the Government of India Resolution could best be prosecuted in this Presidency:—

The Lord Bishop of Bombay.
The Right Reverend L. Meurin, D.D.
The Director of Public Instruction.
The Agents, G. I. P. and B. B. & C. I. Railways.
The Secretary of the Diocesan Board of Education.
The Secretary of the Scottish Board of Education.

Letter from the Roman Catholic Bishop, Vicar Apostolic of Bombay, No. 354, dated 24th February 1880.
Letter from the Lord Bishop of Bombay, No. 12, dated 25th February 1880.
Letter from the Committee of the Bombay Scottish Education Society and the Committee of the Bombay Scottish Orphanage Society, dated 28th February 1880.
Letter from the Director of Public Instruction, No. 5761, dated 20th March 1880.
Letter from the Secretary to the Diocesan Board of Education, dated 1st April 1880.
Letter from the Agent and Chief Engineer, B. B. & C. I. Railway, No. 2652, dated 14th May 1880.
Letter from the Agent, G. I. P. Railway, No. 7993, dated 2nd July 1880.
} Submitting their replies to the above Resolution.

Government letter No. 884, dated 15th July 1880—Deputing Mr. H. P. Jacob to conduct the enquiry into the education of European and Eurasian children in this Presidency.

Resolution of Government in the Public Works Department (Railway), No. 2166, dated 26th August 1880—Communicating copy of a letter No. 26, dated 16th July 1880, from the London Board to the address of the Agent, G. I. P. Railway, on the subject of promoting the education of the European and Eurasian children of the employés of the Company.

Read letter from Mr. H. P. Jacob, Educational Inspector, North-East Division, on special duty, No. 338, dated 23rd April 1881—Submitting, with reference to this Department letter No. 884 of 1880, his final Statistical Report on the education of European and Eurasian children in this Presidency.

Letter from the Right Reverend the Lord Bishop of Bombay, No. 75, dated 16th May 1881—Submitting the first Annual Report of the Pánchgani High School.

Report by the Director of Public Instruction, No. 1217, dated 11th June 1881—Submitting, with reference to this Department No. 874 of 1881, that there is no objection to give half the sum of Rs. 5,000—6,000 required for the purchase of the building; that the Government grant is ready for payment as soon as the conditions of the grant-in-aid rules are complied with; observing that, as the Bishop considers the additional grants specified to be necessary to secure the permanence of the school, there can be no objection to give the promise, but that special provision should be made in the Budgets for the next three years; adding that the question as to the G. I. P. Railway must be settled by the Railway authorities, and will come up in connection with Mr. Jacob's report now before Government.

Letter from the Director of Public Instruction, No. 1379, dated 10th June 1881—Submitting, with reference to Government Resolution, Financial Department, No. 1240 of 1881, a letter from the Honorary Secretary, Bombay Scottish Orphanage, and recommending that, if Government cannot give the money therein applied for now, special provision for a grant of Rs. 25,000 may be made in the Budget for 1882-83; adding that endowments or foundation funds are mentioned in Lord Canning's Minute, and have been given by Government as already reported.

Report by the Director of Public Instruction, No. 1583, dated 25th June 1881—Stating, with reference to this Department No. 818 of 1881, that the most urgent point is the establishment of a free ragged school in Umarkhádi (Bombay); appending a letter from Dr. Macpherson, Honorary Secretary, Bombay City Mission, from which it appears that a day-school is no longer thought to be sufficient, and that the City Mission will undertake to maintain a "Home" as well as a day-school if Government will guarantee two-thirds of the cost (Rs. 600), so that Government is asked for a maximum grant of Rs. 400 per mensem or Rs. 4,800 per annum; making remarks and strongly recommending a Government grant at once according to Dr. Macpherson's proposals, which grant can be paid quarterly on receipt of the statement of expenditure during the previous three months; stating that the other points in Mr. Jacob's careful report are less pressing than the case now put before Government, and can be decided independently; requesting, for reason given, that more time may be given him, and adding that his final report shall be submitted as soon as possible.

Letter from the Director of Public Instruction, No. 2068, dated 19th July 1881—Submitting, in continuation of his No. 1583 of 1881, his final report as therein promised in connection with Mr. Jacob's report, and suggestions on the subject of the education of European and Eurasian children in this Presidency.

Endorsement from the Financial Department, No. 2689, dated 25th July 1881—Retransferring the papers forwarded under this Department No. 958 of 1881 for disposal, with the Minute thereon by His Excellency the Governor to the effect that the proposals might be considered with the general question of provision for the education of European and Eurasian children now under reference to the Director of Public Instruction, and that the Government of India, it appears, are disposed to assist with funds in establishing adequate provision for that purpose.

Letter from the Director of Public Instruction, No. 3199, dated 19th September 1881—Forwarding, with reference to this Department No. 2 E., dated 16th July last, a letter from the Chairman of the Bombay City Mission, stating that the views of the City Mission and of the Police have changed and that no special organization is required for the education of destitute European and Eurasian children, and withdrawing the proposals submitted on the subject; recommending an early settlement of the proposals relating to existing schools which, with the additional help from Government which is looked for, are to provide for the wants of all children of this class in Bombay.

Statistics.

*1,887	Europeans.	1,999	Boys.
1,955	Indo-Europeans.	1,843	Girls.
3,842	Total.	3,842	Total.

RESOLUTION.—The European and Indo-European children of school-going age in the Bombay Presidency, including Sind, are found to number 3,842,* and of those 804 do not attend any school.

2. The reasons for the non-attendance of the 804 are as follows:—

144 have obtained employment as apprentices or clerks: they may be put out of consideration, except in connection with night-schools for the continuance of some education;

46 are in ill health;
50 are kept from school by the neglect of their parents;
29 are kept from school by the poverty of their parents; and
535 live at stations where no *suitable* school has been established.

804 Total.

3. Of the 535 last mentioned it is shown that—

366 are living in places where there is no suitable school;
53 are below 8 and returned as too young to attend any local school; and
166 are taught at home in preference to being sent to a local school.

535 Total.

It is difficult in this classification to understand exactly what is meant by the 116 as a subdivision of those who are kept from school "by want of a suitable school in station," but Mr. Jacob would appear to mean that the 116 are in places where the ordinary facilities for education are available but the parents for religious or other reasons decline to avail themselves of them, while the parents of the 366 have practically no choice in the matter. Of these 366 Mr. Jacob finds that 63 are taught at home, 69 can read and write, while the remaining 234 receive no instruction whatever.

*Places.	Child or Children at each.	Total number.	Places.	Child or Children at each.	Total number.
18	1	18	1	11	11
7	2	14	1	12	12
3	3	9	1	13	13
5	4	20	2	14	28
4	5	20	1	15	15
1	6	6	1	17	17
1	7	7	1	28	28
2	8	16	1	30	30
2	9	18	1	36	36
1	10	10	1	38	38
					366

4. These 366 children are scattered about in 55 different places in small numbers as shown in the margin.* The places at which they number so many as 28, 30, 36 and 38 are Ahmednagar, Hyderabad, Sukkur, and Sábarmati.

5. The children, therefore, whose case calls for special attention are the 50 kept from school by the neglect of parents, the 29 kept from school by poverty, the 132 at the four stations just mentioned, and the 234 scattered about at other stations—in all 445 children.

6. The existing number of institutions which provide for the education of Europeans and Indo-Europeans is 85. Mr. Jacob has shown that several of these still have available accommodation, enough on the whole to provide for 567 more day-pupils and 129 more boarders. In fact, the unused accommodation in existing schools would provide for a greater number than there are children not attending school. But this available accommodation is either not of the sort wanted, or not at the place wanted. On the other hand, several leading institutions† are not able to receive all their applicants and desire to increase their accommodation.

Colleges	4	33 for boys.
High Schools	25	10 for girls.
Middle do.	46	42 mixed.
Primary do.	10	—
	85	85

†Mentioned in Mr. Jacob's 16th paragraph.

The Director of Public Instruction's Proposals.

7. The Governor in Council will now proceed to note the measures of aid, additional to grants under existing rules, which have been proposed by the Director of Public Instruction after considering Mr. Jacob's report. But he will omit from this notice certain proposals for night-schools and the grant of

subsistence allowances to youths apprenticed to workshops and factories. These proposals belong to a distinct branch of the matter and will be found separately treated in para. 31. It is desirable at present to confine attention to the existing system of State aid to the school education of European and Eurasian children, and the amendments of the same called for by the results of Mr. Jacob's enquiries. These amendments, as proposed by the Director of Public Instruction, may be stated in the following order :—

(1.) That the rules as founded on Lord Canning's Minute should provide for grants-in-aid of endowments as well as in aid of buildings.

(2). That applications for such grants should, on the necessary conditions being complied with, be satisfied immediately instead of the applicants being kept waiting till the Provincial Government can afford to meet them.

(3.) That the grant-in-aid rules on the principle of payment by results should be altered as follows :—

(*a*) The limit of age should be 5 instead of 6 years ;

(*b*) A capitation allowance, now withheld from European and Eurasian schools, should be granted in the case of permanent schools at the rate of Rs. 4‡ per head on average daily attendance ;

‡ Natives get at 2 rupees per head in the schools of 1st class, 8 annas per head in the lower schools.

(*c*) A capitation allowance should be given to all schools, whether permanent or private, and European or Native, in the case of children of 4 and upwards suitable for an infant class, though not able to pass in any standard ;

(*d*) A capitation of three times the ordinary amount should be given in the case of boarders in any *permanent* school, Native or European.

(4) That the Railway Companies should be moved to co-operate with the Diocesan Board or other managing agency with a view to the establishment of boarding-schools at two central places, probably Pachmarri and Abu.

(5) That Government undertake to pay head masters and mistresses and assistants in permanent schools who fulfil certain specified conditions, pensions to be purchased by contributions to the Government Treasury of a certain percentage on salaries, according to the system which has been some years in force, by which servants of Government lent to municipalities and Native States are able to count their service as qualifying for Government pensions.

8. The Governor in Council observes that Mr. Chatfield's proposals are of a general character, not restricted to the categories of the European and Indo-European children shown to be as yet educationally uncared for, and, with the exception of the proposals marked 3 (*b*) and 4, applicable to Natives as well as Europeans. The proposals appear to be founded on the principle that Government should proceed by general rules, and should take no cognisance of individual cases or even of class cases. Apparently, the view taken by Mr. Chatfield is that if the funds and appliances at the disposal of school managers are generally increased by prompt satisfaction of all applications for endowment and building grants, by capitation allowances on average attendance including infants, by special capitation allowances for all boarders and infants over 4 years of age, and by admitting children 5 years of age to the result grants under the lowest standard, the children who now have no chance of school education will be drawn into schools, whether day-schools or boarding schools, by the benevolence and activity of private persons without any direct intervention on the part of Government.

9. The Governor in Council, however, is not satisfied that this is the proper principle on which to proceed. The distinction between the children of poor parents and of parents in easy circumstances, is one that the Government ought to recognize ; and, while under Mr. Chatfield's scheme there is a possibility of the State being put to greater expense than is called for by the educational wants which have been brought to light, it affords no security that those wants

will be really supplied. For instance, the Bishop's School at Poona is intended for children of parents in easy circumstances who can pay as much as Rs. 40 for their children as boarders. It has at present 116 pupils, of whom 16 are boarders. Under Mr. Chatfield's proposals it would receive a new grant of at least Rs. 592. This would provide for Government aid at the rate considered sufficient by Archdeacon Baly for 9 poor boarders, but it is certain that such children would not be received in the Bishop's School, the boarding arrangements in which are undertaken by the Head Master avowedly with a view to his personal profit.

10. The Governor in Council is decidedly of opinion that a preferable plan of proceeding will be to consider what special measures are necessary in the case of each class of children for whom no opportunity of school education has yet been provided.

Poor and Neglected Children.

11. The 79 children who are kept from school by the neglect or poverty of their parents are reported to be located as follows :—

	Neglect.	Poverty.	Total.
Bombay	25	7	32
Poona	4	5	9
Sind	2	3	5
Rest of Presidency and Native States	19	14	33
Total ...	50	29	79

12. In regard to the poor and neglected children in Bombay, who are said only to number 32, it was recommended* by Mr. Jacob that a free ragged school should be established with the aid of the Bombay City Mission in the Umarkhádi quarter of Bombay, Government undertaking to guarantee two-thirds of the cost. But the Director of Public Instruction, after consulting the City Mission, advised† that a day school was not sufficient, and that a home or boarding-school should be added. On Government requiring further information in regard to the numbers to be provided for, enquiries were made by the late Dr. D. Macpherson, whose useful life was terminated by disease probably contracted on this benevolent errand. As the result of these enquiries, the Bombay City Mission have now resolved that "there is no present need for any separate organization to overtake the wants of neglected European and Eurasian children, and that the present organizations may easily be got to do all that is required," and also "that the Commissioner of Police should be asked to communicate with the chairman if any such cases of destitution should come under the observation of the police, and, if necessary, Government can be addressed hereafter on the subject." The Governor in Council trusts that he may infer from this that the Bombay City Mission are now engaged in endeavouring to secure the admission into existing schools of the poor and neglected children referred to. The Director of Public Instruction should keep himself and Government acquainted with the success of these endeavours.

* Clause 1, paragraph 18 of his report.

† Letter No. 1583 of 25th June last.

13. The Director of Public Instruction should also put himself into communication with the proper authorities and school managers, with a view to similar endeavours being made on behalf of the 9 poor and neglected children in Poona, the 5 in Sind, and the 33 in the rest of the Presidency and Native States. Mr. Jacob can probably supply the information showing who and where these children are. It is presumed, from the place assigned to them in Mr. Jacob's classification, that they are all at places where day-schools are available.

14. It remains to be seen whether any special aid from Government is necessary to ensure the reception, in existing schools, of all the children now referred to. If so, the Governor in Council desires that the Director of Public Instruction will consider the expediency of granting aid under a new head, namely, the assistance of parents who are too poor to pay school-fees, in whole or in part, for their children. Such aid, if really necessary, might apparently be given either in the

shape of special grants to school managers in proportion to the number of free pupils received by them, or of payment towards the actual fees on behalf of parents who may establish their real need for such aid to the satisfaction of the Director of Public Instruction. In either case a lump sum of Rs. 150 or Rs. 200 a month might, in the first instance, be assigned to the Director of Public Instruction to be applied at his discretion. After a year's experience he would probably be in a position to propose rules for regulating the grant of the aid discussed.

15. The result will enable Government to judge whether there is any class of European or Eurasian parents so demoralized by habits or poverty as to refuse to avail themselves of the means of educating their children when brought within their reach. Should the existence of such a class of parents be established, it may be necessary for Government to recommend to the Government of India that a law be passed under which such parents could be compelled to send their children to an Industrial School, paying such fees as their means permit. The Governor in Council trusts, however, that no such measure may be found necessary.

Want of Day-schools at certain places.

16. In regard, next, to the want of day-schools at Ahmednagar where there are 28 children, at Sábarmati where there are 38, at Hyderabad where there are 30, and at Sukkur where there are 36, it would appear that the parents of nearly all these children are employés in the workshops and depôts of different railways and the first step to be taken is to ascertain from the managers of these railways what steps they are prepared to take to cause the necessary schools to be established. The Railway Department should be requested to do this.

Want of Boarding-schools for Children scattered in small numbers throughout the Presidency.

17. In regard to the 234 children who are scattered throughout the Presidency in numbers too small to admit of schools being established specially for Europeans or Eurasians at the places where their parents are obliged to live, it is observed that the larger half of this number appear to be girls, some of whom could probably receive sufficient education from their parents to fit them for their station in life, and of the boys at some places it might be expected that some could be taught in the high schools established for Natives; for although the Governor in Council, speaking broadly, entirely concurs with Archdeacon Baly in holding that European or nearly European children cannot be properly brought up in Native schools, still where the Native school is of a superior class, and where the head master is highly educated and thoroughly conversant with English, the Governor in Council is of opinion that no European and certainly no half-caste would be excusable who allowed his son to grow up uneducated rather than avail himself of the ability to send them as day-scholars to such a school. Such boys should receive religious teaching, and a colloquial knowledge of their own language at home, and would be greatly benefited by learning the local vernacular from their school-fellows. Moreover, it is not politically desirable to draw a hard-and-fast line between the rising generations of Natives and Europeans domiciled in India. The experiment of teaching Native and European children in the same school has been tried on a small scale but with perfect success in Mrs. Sorabjee's school for young children in Poona, of which English officers of Her Majesty's service have been glad to make use. It is probable, however, that the conditions proper for the education of Europeans or Indo-Europeans in Native day-schools would be found in a few only of the cases under consideration, and that in a large majority of those cases, no school education could be provided except at boarding-schools away from home. In cases where the parents could not be reasonably expected to send their sons to the local Native school and are too poor to afford the necessarily high charges of a boarding-school, it would be proper that State aid should be given, and it should be the duty of the District Officers, in communication with the Educational Inspectors, to keep themselves acquainted with the way in which the children of poor Europeans and Indo-Europeans in their Districts are being educated, with a view to bringing the cases requiring State aid to the notice of the proper authorities.

18. It has been discussed, in correspondence with the Railway Companies, whether one or more boarding-schools for such children should be established by the Government in co-operation with the Railway Companies on the Hills, and the Governor in Council entirely concurs in all that the Venerable Archdeacon Baly has written in his advocacy of a hill climate for growing youth. His Excellency, however, is inclined to doubt whether it would be wise for either the Railway Companies or Government to venture on the establishment of any large boarding-school of their own either on the hills or elsewhere. It would of course be the most expensive way of giving education to a given number of children, and it is open to doubt how far parents would be willing to avail themselves of the school so established for their children's benefit. Parents like choosing their children's school for themselves, and in this Presidency at least there are several boarding-schools enjoying the temperate climates of Bombay and Poona where it has been proved that children, especially those who have some admixture of Indian blood, can grow up in average health and strength. Unless, also, Government established schools for Catholics as well as Protestants, they would not escape the charge of favouring one class of the European community, and even among Protestants it would be difficult to make the same school equally acceptable to members of all denominations.

19. The Governor in Council is therefore of opinion that the education of the children now under consideration may be best promoted by giving aid towards enabling existing boarding-schools to receive them. It may be hoped that in time more schools under private management will be established on the Hills. Already the Lawrence Asylum at Abu is admirably situated for receiving the children of employés in the B. B. & C. I. and Western Rájputána Railways, and it may be hoped that negotiations between the Railway Department of Government, the Railway managers, and the managers of the Asylum, may lead to its enlargement with a view to receiving the children of the Railway employés, and other Europeans and Eurasians in that part of India.

Government have already had this subject under their special consideration, and have ascertained that the existing accommodation in the Asylum is in excess of the requirements of the children of soldiers in Western Rajputána for whose benefit it has been founded and maintained. The new conditions of European military service, moreover, will probably keep the number of soldiers' children at a lower scale than formerly. It has been represented that a great improvement might be brought about to the institution itself by confining the existing boarding-house to girls alone, supplemented by those of the civilians in the district, and erecting another for boys. The legal competency of such an extension of the scope of the institution is now under reference to the law officers of Government; but as at present advised it does not appear to Government that there would be anything in it foreign to the benevolent intentions of the founder, seeing that at the time of its design there were no other European children in the district to be cared for, while the introduction of a class somewhat superior to that of the private soldiers could not be injurious to the school, and on the other hand such children would benefit by the regular discipline of the institution and the Asylum itself by the additional funds available for salaries and maintenance.

20. As regards the payment of the fees necessary to secure the admission of the children of poor Europeans and Eurasians who cannot be otherwise educated into existing boarding-schools, the reasons laid down in Lord Canning's memorable Minute, may be referred to as establishing that substantial aid should be given by the State: but to this there must be a limit. The parents themselves should pay what they can. The Railway Companies and other large employers of European labour should contribute largely, and the private benevolence of Englishmen both in England and India, who desire that the children of their poor countrymen in India should grow up in a manner worthy of their country and their faith, should and can be looked to for the rest. The Governor in Council does not concur in Archdeacon Baly's proposal that an educational rate should be imposed on the Europeans in India. Such a measure would be highly unpopular, hardly defensible in principle as applied to one class only of the community, and would assuredly lead to the discontinuance of the practice of private benevolence.

21. The Governor in Council considers that the Government grant in aid of the reception in boarding-schools of the children of poor Europeans and Eurasians should be limited to Rs. 5 per mensem, in addition to the tuitional grant obtained under the ordinary Rules.

22. The Financial Department should now be requested to decide what sum it can assign for the grants-in-aid in question, and the Director of Public Instruction should then consider and suggest the rules by which these grants can be so offered as to ensure the children for whose benefit they are designed being sent to boarding-schools.

Proposed Increase to Aid for Buildings and Endowments.

23. Mr. Chatfield has also proposed that aid should be given (1) by grants equalling sums privately subscribed for endowments as well as for buildings, and (2) by meeting applications for grants of both descriptions immediately instead of requiring the applicants to wait an indefinite time until the grants could be made from the fixed sum assigned every year for the purpose.

24. As regards grants for endowments, they were certainly contemplated by Lord Canning and they have occasionally been made. No doubt they will be made hereafter, but it is not necessary that they should be referred to in the grant-in-aid rules. Nor does the Governor in Council consider it necessary that the Government should publicly engage to meet applications for grants, whether for endowments or buildings, as soon as they are made and without reference to the funds available for such purposes from year to year. But inasmuch as it has been ascertained that the managers of several institutions are now ready to enlarge their endowments and buildings if only they can receive aid from Government, and their doing so would facilitate the speedy supply of the want which the late enquiry has brought to light, the Governor in Council considers that it would be desirable to make an extra grant once for all of two lakhs of rupees, after the application of which it may be expected that the yearly sum hitherto assigned for the grants in question will suffice to keep pace with future applications. The Provincial treasury, however, is in no position to afford the extra grant of two lakhs, and in fact the difficulty of giving full effect to Lord Canning's liberal policy was felt from the moment that the system of Provincial finance was brought into force. A representation will therefore be made to the Government of India, who may, it is hoped, regard the fulfilment of Lord Canning's intentions as in some measure an Imperial concern, and consent to grant on this occasion an aid from the Imperial treasury of two lakhs.

Aid in securing well-trained Assistant Masters and Mistresses.

25. Archdeacon Baly has been much impressed with the need of securing a supply of well-trained teachers in the schools for Europeans and Eurasians, and he has suggested (1) a scheme for the payment of grants of Rs. 36 or Rs. 48 per annum to a certain number of pupil teachers, half of which grant would be payable to the school managers and half to the pupil teachers, and (2) the establishment of a training college as an aided institution, of which Government would pay three-fourths of the cost. As regards the former suggestion, Mr. Chatfield, in clause 4 of paragraph 8 of his letter No. 5761 of 20th March 1880, recommended that rules, such as those for grants-in-aid of salaries of assistant teachers in aided schools of the high school class, which were rescinded in 1877 for financial reasons, should be revived, but it is understood that he does not now adhere to this recommendation. Mr. Chatfield has dealt with the latter suggestion in the same clause. He considers that a training college would be very expensive, that difficulties would arise from the fact of the students belonging to different denominations, and that, in this Presidency at least, there is no necessity for such an institution.

26. In this connection reference may be made to Archdeacon Stead's letter of the 1st July last, in which he represents "the grievous want of qualified assistant teachers", and suggests that the difficulty would be in a great measure removed if teaching received the recognition of Government as a profession, teachers being granted certificates after examination, and the holders of certificates, which would be graded, being entitled to receive each a certain annual grant from Government in addition to the school stipend.

27. Archdeacon Stead has also alluded to the unpopularity which attaches to the profession of teaching from the circumstance that it carries no pension with it "as the reward of long and continuous service", and it may be easily understood that few young men of education would reconcile themselves to the career of an assistant teacher in a privately managed school, if they had any chance of obtaining service under Government carrying with it pension as well as status. On this point Mr. Chatfield has suggested that the Government of India should be asked to admit duly qualified lay head masters and mistresses and assistants in permanent schools, to the benefit of the scheme which has for some years been extended to teachers in municipal schools, and by which the Government, in consideration of contribution from salaries at a certain rate, undertakes the liability of providing pension and leave allowances.

Paragraph 8 of letter No. 2068 of 19th July.

28. It appears to the Governor in Council, after considering the foregoing suggestions, that the numerous well-managed schools for Europeans and Eurasians in this Presidency afford full opportunity for acquiring the art of teaching without the assistance of any training college, and that the co-operation of Government in so important a matter may be best given as follows:—(1) Government should appoint boards of examiners, who should hold periodical examinations at stated places with a view to the grant of certificates of qualification to teach; (2) the holders of such certificates obtaining engagements as teachers in permanent schools should, within certain limits as to number, &c., be admitted to the Government Pension Rules on contribution of the prescribed deduction from their salaries; (3) any direct aid to the stipends of such certificated teachers that can be afforded by Government should be given in the shape of reduction of the rate of contributions prescribed for obtaining the benefit of Government Pension Rules; (4) except that in the case of teachers whose future is otherwise provided for, it should be open to the managers of the institution in which they are employed to obtain aid at like rate in the shape of a money grant.

29. The above paragraph contains the mere outlines of a proposal which will now be submitted to the Government of India. If the principle of the proposal be approved by that authority, the Governor in Council will call on the Director of Public Instruction to work out its details, including its application to qualified teachers in permanent schools now employed. The Governor in Council, however, is not sanguine that in any case previous service would be allowed to count towards pension.

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30. Before closing this Resolution the Governor in Council desires to revert to Mr. Chatfield's proposals marked above in paragraph 7 as No. 3 (*a*), that the limit of age of children qualified to be examined for a result grant should be reduced from 6 to 5 years, and (*c*) that a capitation grant should be allowed in the case of children of 4 and upwards suitable for an infant class, though not able to pass in any standard. These proposals have not been accepted as good for the purpose of providing education for children who at present go to no school at all, but they may be good in themselves. They should be separately brought forward, accompanied by a careful estimate of the cost to Government involved in each case and by information as to whether the main object of the proposals is to enable school managers to draw a larger grant than at present or to bring to the schools additional children younger than those who at present attend.

31. In regard to Government aid to Industrial Education, it is observed that at present the sanction of the Financial Department holds good (1) for allowance to 4 apprentices in the Small Arms Factory at Kirkee (not yet taken up) at the rate of Rs. 25 per mensem, and (2) for allowances at the rate of Rs. 20 per mensem to 30 youths to be received in the Home for apprentices established by the Managers of the Byculla Schools. In place of these arrangements Mr. Chatfield has proposed in paragraph 14 of his Report No. 2068 of 19th July last that allowances at Rs. 25 per mensem should be provided for 30 apprentices in the Kirkee Factory (costing Rs. 9,000 per annum) and for the 60 other apprentices at the same rate (costing Rs. 18,000 per annum) elsewhere. The Government in the Educational Department is not sanguine that the Finan-

cial Department will be able to sanction such heavy charges in addition to the other aids applied for in this Resolution. But the matter should be referred to that Department, with the request that sanction may be given for such lump sum as can be afforded for the aid of Industrial Education, and the application of this can be afterwards considered.

32. The thanks of Government should be conveyed to Mr. Jacob for the very satisfactory way in which he has discharged the important duty entrusted to him, and by which the Government have been enabled to apply the valuable observations of Archdeacon Baly to the educational circumstances of this Presidency.

C. GONNE,

Chief Secretary to Government.

To

The Director of Public Instruction.
The Financial Department of the Secretariat.
The Public Works Department, Railway (with reference to paras. 16 and 18 and 19).
The Military Department of the Secretariat (with reference to paragraph 19).
The Government of India,
Her Majesty's Secretary of State for India (with copy of the letter to the Government of India). } By letter.

No. 414.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 23rd March 1882.

Resolution of Government in the Financial Department, No. 3950, dated 25th October 1881—Communicating a letter from the Government of India, Department of Finance and Commerce, on the subject of the further extension of local self-government; and calling upon the Heads of Departments and other officers to submit their views in the question, in time to permit of the necessary arrangements being made before the close of the current financial year. Appending copy of that Department Government Resolution No. 3774 of 1881, in which the views of the Commissioners and the Director of Public Instruction were called for on the subject.

Letter from the Director of Public Instruction, No. A.-1, dated 18th January 1882. Letter from the Director of Public Instruction, No. A.-3, dated 24th January 1882. Letter from the Director of Public Instruction, No. A.-4, dated 24th January 1882. Letter from the Director of Public Instruction, No. A.-5, dated 24th January 1882. Letter from the Director of Public Instruction, No. A.-7, dated 25th January 1882. Letter from the Director of Public Instruction, No. A.-8, dated 26th January 1882. Letter from the Director of Public Instruction, No. A.-9, dated 26th January 1882. Letter from the Director of Public Instruction, No. A.-16, dated 2nd March 1882. Letter from the Director of Public Instruction, No. A.-17, dated 2nd March 1882.	Submitting his views on the above subject, with suggestions and proposals for the transfer to the Municipalities of Bombay, the North, North-East and Southern Divisions of the Local Funds Primary Schools in the several Collectorates; appending statements of the cost of the Primary Schools, High Schools and Colleges; and giving details of the manner in which they should be managed after their transfer.

RESOLUTION.—His Excellency the Governor in Council having had under consideration how the principle of local self-government may be extended in the Department of Public Instruction, is of opinion that the best field for a tentative measure in this direction offers itself in the management of elementary instruction within Municipal limits.

2. His Excellency in Council prefers to proceed experimentally, and is not prepared at once to hand over grants from Provincial Revenues *en masse* to all

Municipalities. On the other hand, he desires to promote a genuine effort at popular self-government, and would not be content with a mere nominal transfer of administrative control to existing local bodies which, though very efficient for their own purposes, are largely composed of official members.

3. His Excellency in Council proposes in the first instance to limit the experiment below described to a few chosen Municipalities, which may be Bombay, Poona and Ahmedabad. If the measure succeeds with these Municipalities they will be an example to others who may then be invited to follow in their steps.

4. The measure should take the form of an offer made to the Municipalities which they will accept or reject, according as their desire for self-government is strong and genuine or otherwise.

5. The offer will be made on conditions which Government will attach to the transfer to the Municipalities of money from Provincial Revenues.

6. Government will assure itself by these conditions that the money will be well spent for the public benefit, and will reserve the right to withdraw the grants if such assurance is at any time wanting.

7. As the Municipalities which accept the offer will on their part undertake both labour, expense and responsibility, as much independence of action as possible should be left to them.

8. His Excellency in Council will, therefore, not propose, as suggested by the Director of Public Instruction, to place an officer of the Educational Department on the School Boards; nor would he dictate to the Municipalities minute rules for the working of the School Committees; nor would he reserve the appointment of teachers to the Educational Inspectors.

9. He would prefer to invite the Municipalities to frame their own rules for the constitution and working of their School Boards, with of course certain general conditions which may be somewhat as follows :—

10. Government proposes to transfer to the Municipality the control of Elementary Education within Municipal limits, together with a grant-in-aid from Provincial Revenues, beginning with a sum about equal to the present Provincial expenditure on the Elementary Schools in the said Municipal limits.

11. If the offer is accepted Government will attach the following conditions to the continued payment of the public grant.

12. The Municipal Elementary School Fund will consist, in addition to the Government grant, of school fees, assignments of Municipal Revenue, subscriptions, donations and other receipts, which will be administered by a duly constituted School Board.

13. Government desire that the Municipality will make proposals, in framing which the English Elementary Education Act and its schedules may be used, for the constitution and functions of such School Board, which should be a Sub-Committee of the Municipality. The scheme must be subject to the approval of Government. But Government do not desire to impose the details of the constitution of the School Board, or stipulate for the inclusion of official members, and will only expect that it shall fairly represent all the principal sections of the community.

14. Government will stipulate :—

(*a*).—That the Government principles and systems of Elementary School management, rates of salary and course of instruction shall be generally maintained in the Municipal schools.

(*b*).—That the expenditure on the schools from other sources shall be not less than* times the Government grant to the Municipality.

(*c*.)—That the Municipal schools shall be open to inspection and examination at any time by the Government Inspecting Staff.

* Figure to be suggested by the Director of Public Instruction.

(*d*).—That the accounts of the Municipal School Fund shall be audited yearly by auditors, of whom one shall be a Government Officer, and shall be published for general information.

(*e*).—The Municipality shall agree not to resign the management of the Municipal schools without a clear year's notice. Government will give a clear year's notice of reduction or withdrawal of the Government grant.

(*f*).—Instead of a lump grant from Provincial Funds, the Municipality may claim a grant by results, in which case the Grant-in-aid Rules shall be held applicable to the Municipal Elementary Schools, and rule (*b*) above shall not apply. Government may after one year's notice require a Municipality to accept a grant by results in place of a lump grant.

(*g*).—If the Municipality employ any teacher of the Government Department who has done pensionable service, or for pensioning whom the Department has made provision, the Municipality must make provision for the continuance of his pension rights, according to the rules of Government from time to time in force.

(*h*)—The appointment and dismissal of employés in Municipal Elementary Schools, or under the School Board, shall rest with the School Board or Municipality as may be arranged, but no employé lent to the Municipality by the Department of Public Instruction shall be discharged or dismissed without the concurrence of the Educational Inspector, except after three months' notice, which should be communicated to the Educational Inspector.

(*i*).—Government will expect that the Municipality shall give full consideration to representations of the Department of Public Instruction, as to the number, size and location of schools, their discipline and all other departmental matters.

(*k*).—The Municipality shall employ teachers certificated by the Department of Public Instruction in preference to others, so far as they can be provided.

(*l*).—A statement of employés with their salaries and all other items of recurring expenditure shall be maintained by the School Board, and be at all times open to the inspection of the Government Educational Inspector.

(*m*).—The payment of the Government grant must be held subject to financial exigencies.

(*n*).—Government will reduce or withdraw the grant, after notice, if abuses or transgressions of the declared educational policy of the State are persisted in by a School Board after time has been given for reforming them; or if the provision of schools of elementary instruction by the Municipality is manifestly inadequate.

(*o*).—All reports and returns required by Government must be furnished by the School Board.

15. While it appears judicious to proceed tentatively at first in a measure which may lead to important changes in the duties of the Government Department of Public Instruction, His Excellency in Council will have much satisfaction in extending it at no distant date to all the important Municipalities, if the proposals of Government are met with alacrity.

16. His Excellency in Council desires that the Director of Public Instruction will place himself in communication with the three selected Municipalities named above, will communicate to them the views of Government, will consult with them on questions of detail, and will receive and submit with his opinion the proposals which they are to frame as to the constitution and functions of their School Boards.

J. B. PEILE,
Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The Financial Department of the Secretariat.

No. 550.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 15th April 1882.

Transfer from the Financial Department, No. 964, dated 16th March 1882—Of a Resolution of Government in that Department regarding the scheme for the extension of Local Self-Government in Sind, together with the Commissioner's report and minutes thereon.

Memorandum from the Secretary to Government in the Financial Department, No. 1266, dated 4th April 1882.

RESOLUTION.—Government in the Educational Department after considering the views of the Commissioner and Local Officers in Sind on the subject of the extension of local self-government in the Department of Public Instruction are pleased to issue the following instructions.

2. Government have, in Resolution No. 414 of March 23, authorised the Director of Public Instruction to treat with the Municipalities of Bombay, Poona and Ahmedabad with a view to the transfer to these Municipalities of the control of elementary instruction, along with a Provincial grant, by the Agency of School Boards which are to be Sub-Committees of the Municipalities.

3. A copy of this Resolution should now be sent to the Commissioner in Sind, and he should be authorized to make similar arrangements with the Municipalities of Karáchi, Hyderabad, Sukkur and Shikárpur.

4. His Excellency in Council desires in Sind as in the Presidency to limit the experiment at first to elementary education. Higher education is more backward in Sind than in the Presidency Divisions, and requires more careful fostering by the Government officers; and it would be premature to expect too much at once from the Municipalities. But both in Sind and the Presidency, His Excellency in Council would look forward to the transfer of the higher as well as the lower class schools to Municipal administration if the present experiment succeeds.

5. With regard to the other important point discussed, *viz.*, how a full equivalent charge is to be undertaken by the Municipalities if Government takes over the cost of the Police, it appears to Government in this Department that this consideration need not interfere with the execution of the proposed arrangement, by which Government will merely transfer a sum provided in the Provincial Budget to the administration of the Municipality without incurring any fresh charge. But if any of the four Municipalities now pays for Police as much as or more than the sum the Provincial Budget now bears for Elementary Schools, it will be very simple for Government to cease providing the latter and to stipulate that the Municipality shall provide it in future, Government at the same time undertaking an equivalent portion of the cost of Police heretofore paid by the Municipality. This will be a mere adjustment which the Commissioner can carry out. The Municipality will apply to Elementary Schools a sum which it has hitherto applied to Police. Government will cease to contribute from Provincial Funds to the cost of the Elementary Schools, but will pay an equal sum for the Police instead.

6. On this point the Commissioner may submit further proposals in the Financial Department, but the negociation with the Municipalities need not be delayed for the completion of this exchange of charges, which may be separately arranged.

J. B. PEILE,

Acting Chief Secretary to Government.

To

The Financial Department of the Secretariat,
The Commissioner in Sind (with copy of Government Resolution No. 414 of 23rd March 1882),
The Director of Public Instruction,
The Accountant General, Bombay.

No. 622.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 27th April 1882.

Letter from the Director of Public Instruction, No. 6, dated 4th April 1882—Requesting to be supplied with such spare copies of Government Resolution in this Department, No. 414 of 1882, as are not required in the Secretariat; and inquiring whether there is any objection to his inviting large Municipalities such as Surat and Karáchi, &c., to send in proposals for School Boards.

RESOLUTION.—Six copies of the Resolution should be supplied to the Director.

2. Karáchi has been added to the Municipalities to which the offer is to be made by Resolution No. 550, dated 15th April.

3. The proposal in Resolution No. 414 of March 23rd may be extended to Surat.

J. B. PEILE,
Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The Financial Department of the Secretariat,
The Accountant General, Bombay.

APPENDIX S.

(BEING TABLES REQUIRED BY THE GOVERNMENT OF INDIA.)

APPENDIX S.

Annual Tables prescribed by the Government of India.

Return of Colleges, Schools and Scholars for the Official Year 1881-82.

Area and Population of the Province.					Colleges, Schools and Scholars.	University Education	Secondary Education.		Primary Education	Special or Technical Education.								Percentage of Schools and Scholars to Population.			Remarks.
Number of Districts and States.	Number of Divisions.	Total Area.	Cultivated Area.	Total Population.		Colleges.	High Schools.	Middle Schools.	Primary Schools.	Medical Schools.	Engineering Schools.	Agricultural Classes.	Forest Class.	Schools of Art.	Drawing Classes.	Industrial Schools.	Normal Schools.	High Schools.	Middle Schools.	Primary Schools.	
1	2	3	4	5	6	7	8	9	10	11*a*	11*b*	11*c*	11*d*	11*e*	11*f*	11*g*	11*h*	12	13	14	15
40	5	181,040	43,596	22,928,851	Institutions ... For Males ...	9	50	231	5,012	3	1	9	1	1	17	7	7	·00021	·001	·021	
					Institutions ... For Females ...	...	6	22	326	...	...	...	...	...	...	...	2	·000026	·000096	·0014	
					Total ...	9	56	253	5,338	3	1	9	1	1	17	7	9	·00024	·0011	·023	
					Scholars ... Males ...	1,045	6,054	16,102	312,771	143	10	18 (286)	11	177	(714)	509 (1)	480	·026	·07	1·36	
					Scholars ... Females ...	...	78	1,503	19,917	...	...	...	...	...	...	...	73	·00034	·0065	·086	
					Total ..	1,045	6,132	17,605	332,688	143	10	18 (286)	11	177	(714)	509 (1)	553	·026	·076	1·45	

N. B.—The figures in brackets are counted under High and Middle Schools.

EDUCATION. GENERAL

Return of Colleges, Schools, and

Class of Institutions.	Government Institutions.							Aided Institutions.						
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls during the year.	Average daily attendance.	Number of Scholars on 31st March learning English.	Number of Scholars on 31st March learning A classical language.	Number of Scholars on 31st March learning A vernacular language.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls during the year.	Average daily attendance.	Number of Scholars on 31st March learning English.	Number of Scholars on 31st March learning A classical language.	Number of Scholars on 31st March learning A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
University Education. — Arts Colleges—English	3	311	311	296	311	311	..	2	139	142	127	139	135	..
University Education. — Colleges or Departments of Colleges for Professional Training—														
Law	1	136	130	100	136	..	..	..	..	...	..	..	..	..
Medicine	1	283	256	215	283	..	..	..	..	..	..	..	—	..
Engineering	1	151	155	126	151	..	..	..	..	..	..	..	..	—
Secondary Education. — High and Middle Schools—														
For Boys. — High Schools, English ..	19	3,601	3,212·08	2,872·59	3,601	3,153	1,002	23	1,549	1,409·7	1,191·35	1,549	1,008	615
For Boys. — Middle do., English. — 1st Grade ..	42	5,264	4,874·3	4,237·54	5,264	180	3,477	52	5,498	5,245·33	4,443·75	5,498	443	1,850
For Boys. — Middle do., English. — 2nd do. ..	86	2,305	2,001·2	1,555·1	2,305	..	1,879	3	127	126·	107·6	127	..	127
For Girls. — High Schools, English ..	..	..	..	..	..	..	..	6	78	91·	81·	78	6	33
For Girls. — Middle do. do. ..	..	..	..	..	..	..	..	22	1,503	1,445·5	1,164·5	1,503	3	108
Primary Education. — For Boys—Vernacular ..	3,630	232,663	220,615·9	163,890·6	..	..	232,663	146	9,564	9,179·71	7,297·92	..	73	9,491
Primary Education. — For Girls—Vernacular ..	181	11,296	10,514·9	6,381·9	..	..	11,296	50	4,338	4,120·81	2,950·92	..	..	4,338
Schools for Special or Technical Training—														
Medical Schools	3	143	121·9	120·8	143	..	..	..	..	—	..	..	..	..
Engineering Schools	1	10	6·5	5·9	10	..	..	..	..	...	..	—	..	..
Agricultural Classes	9	18 (236)	26 (212·2)	20 (164·1)	11 (265)	..	7 (21)	..	..	..	..	..	..	..
Forest Class	1	11	11	10	11	..	..	..	..	..	—	..	..	..
Schools of Art	1	177	155	112	177	..	..	..	..	..	..	..	..	..
Drawing Classes	17	(714)	(691·9)	(556·83)	(714)	..	..	..	..	..	—	..	..	..
Industrial Schools	3	149 (1)	126·8 (5·3)	100·8 (5·1)	(1)	..	149	3	324	299·	225·	45	..	279
Normal Schools for Masters	4	360	352·8	307·9	..	239	360	..	..	..	..	..	..	..
Normal Schools for Mistresses	2	73	65·1	56·7	..	..	73	..	..	..	..	..	..	..
Total ..	4,005	256,951	242,935·58	180,408·83	12,403	3,883	250,906	307	23,120	22,058·60	17,589·54	8,939	1,668	16,841

N.B.—The figures in brackets are counted

FORM 2.

Scholars for the official year 1881-82.

Unaided Institutions under regular Inspection.							Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Grand Total of Scholars on 31st March learning			Classification according to Race or Creed of the Scholars on 31st March.						Remarks.
Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls during the year.	Average daily attendance.	Number of Scholars on 31st March learning														
				English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	29
1	25	22	18·3	25	25	..	6	475	475	471	..	5	9	349	7	103	2	
..	..	..	..	..	..	..	1	136	136	..	..	..	1	96	5	34	..	
..	..	..	..	..	..	..	1	283	283	..	..	57	31	77	3	114	1	
..	..	..	..	..	..	..	1	151	151	..	..	4	14	112	3	16	2	
8	904	836·5	721·7	904	554	251	50	(a) 6,054	6,054	4,715	1,368	269	127	4,427	119	1,058	54	a Of these 34 are girls.
24	2,348	1,983·5	1,056·1	2,348	242	502	118	(b) 13,110	13,110	865	5,829	1,594	1,586	7,678	639	1,491	122	b Of these 333 are girls
24	560	510·3	421·6	560	..	300	113	2,992	2,992	..	2,306	..	20	2,728	151	88	5	
..	..	..	..	..	..	..	6	78	78	6	33	66	4	..	..	6	2	
..	..	..	..	..	..	..	22	(c) 1,503	1,503	3	108	895	436	14	2	148	8	c these 43 are boys.
1,236	70,544	67,494·7	51,851·6	..	87	70,457	5,012	(d) 312,771	..	160	312,611	5	1,516	265,416	39,231	3,517	3,086	d Of these 1,182 are girls.
95	4,283	3,821·8	2400·3	..	..	4,283	326	(e) 19,917	..	..	19,917	2	684	15,747	1,366	1,932	186	e Of these 15 are boys.
..	..	..	..	..	..	..	3	143	142	..	..	..	6	102	18	3	14	
..	..	..	..	..	..	..	1	10	10	..	..	..	..	9	..	1	..	
..	..	..	..	..	..	..	9	18 (286)	11 (265)	..	7 (21)	..	—	15 (278)	(3)	3 (3)	(2)	
..	..	..	..	..	..	..	1	11	11	..	..	..	..	11	..	..	..	
..	..	..	..	..	..	..	1	177	177	..	..	9	25	102	2	34	5	
..	..	..	..	..	..	..	17	(714)	(714)	..	..	..	(6)	(523)	(25)	(155)	(5)	
1	36	40·8	29·7	..	..	36	7	(1) 509	45	..	464	..	8	(1) 352	99	49	1	
3	120	124·1	115·8	46	13	120	7	480	(1) 46	252	480	..	46	392	42	.	..	
..	..	..	—	..	..	..	2	73	..	..	73	..	4	62	1	5	1	
1,392	78,820	74,839·7	57,215·1	3,883	921	75,049	5,704	358,891	25,225	6,472	343,696	2,900	4,517	297,689	41,088	8,602	3,480	

under High and Middle schools.

EDUCATION. GENERAL FORM No. 3.

Returns of Expenditure on Educational Establishments, Bombay Presidency, for the official year 1881-82. (*Printed at pages* 8 *and* 9 *of the Report*).

EDUCATION. GENERAL FORM No. 4.

Return showing the Result of Prescribed Examinations during the official year 1881-82.

Nature of Examination.	Number of Institutions sending Examinees.			Number of Examinees.				Number passed.				Percentage of passed Scholars on total number on rolls at beginning of the year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges—													
Master of Arts	2	2	4	4	4	...	8	1	2	...	3	12·50	50 00
Second B.A. Examination ...	2	2	4	90	35	...	125	28	8	...	36	46·66	28 57
First B.A. do. ...	2	2	4	66	22	...	88	24	10	...	34	32·00	41·66
First B. Sc. Examination .	1	...	1	2	...	...	2	2	...	...	2	100·00	...
Second B. Sc. do. ...	1	1	2	6	1	...	7	1	1	...	2	16·66	100·00
Previous Examination	3	3	6	182	96	...	278	41	30	...	71	23·03	22·22
Colleges for Professional Training—													
Law—													
Bachelor of Law	1	...	1	26	..	...	26	5	...	...	5	18·51	...
Medicine—													
L. M. S.	1	...	1	22	...	...	22	14	...	...	14	25·00	...
First L. M. S.	1	...	1	41	...	...	41	23	...	...	23	12·63	...
Engineering—													
L. C. E.	1	...	1	24	...	...	24	16	...	...	16	37·20	...
First L. C. E.	1	...	1	22	...	...	22	15	...	..	15	34·88	..
Schools—													
*Matriculation — Boys	18	40	58	460	480	425	1,365	171	176	36	383	8·68	9·21
*Matriculation — Girls	...	2	2	...	9	...	9	...	5	...	5	...	100·00
†Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.) ... — Boys ...	107	66	173	2,043	1,209	...	3,252	1,125	626	...	1,751	21·74	17·96
†Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.) ... — Girls ...	...	17	17	...	130	...	130	...	49	...	49	...	15·60
‡Upper Primary School Examination (Vernacular Standard IV.) — Boys ...	2,008	741	2,749	13,619	4,508	...	18,127	5,801	2,145	...	7,946	32·46	35·26
‡Upper Primary School Examination (Vernacular Standard IV.) — Girls ...	70	62	132	199	304	...	503	115	115	...	230	32·67	28·05
Lower Primary School Examination (Vernacular Standard II.) — Boys ...	3,257	1,084	4,341	32,101	11,549	...	43,650	16,175	5,757	...	21,932	42·61	40·62
Lower Primary School Examination (Vernacular Standard II.) — Girls ...	152	113	265	1,043	890	...	1,933	514	376	...	890	40·50	30·69

* The Matriculation course takes four years.
† A few Middle Schools (Anglo-Vernacular 1st Grade) have two Standards above A. V. Standard III.
‡ Large Primary Schools have two standards above the Upper Primary Examination.
N. B.—The figures for an Aided School inspected under the second part of Rule 10 (Grant in-aid Rules, Part I.) will be the figures of the last complete examination of the school.

SUBSIDIARY FORM No. 1.

Statistical Return of Colleges for the official year 1881-82.

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March. Reading for Degree.	Reading for First Arts, Licentiate or corresponding examination.	Total.	Average number on the Rolls during the year.	Average Daily Attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	No. of Scholars on 31st March learning. English.	Latin.	Sanskrit.	Persian.	Hebrew.	Greek.	Expenditure. Provincial Revenues	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Annual cost of educating each Scholar. Total Cost.	Cost to Government.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D	8E	8F	9A	9B	9C	9D	9E	9F	9G	9	10	11
	Arts Colleges.																												
	Government.																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
	English—																												
Poona	Deccan College, Poona	1	26	95	121	123	121	...	...	114	...	7	...	121	1	100	20	...	...	46,169	199	6,747	...	...	...	...	53,115	438 15 6	381 9 0
Bombay	Elphinstone College, Bombay	1	32	149	181	168	158	..	1	127	6	47	...	181	18	106	56	1	...	50,371	21,656	17,323	...	...	...	853	90,203	570 14 5	318 12 10
Ahmedabad	Gujarát College, Ahmedabad	1	...	9	9	20	17	...	...	8	...	1	...	9	...	7	2	...	...	[illegible]	3,665	1,355	3,000	...	...	...	8,021	470 10 4	0 0 11
	Total ...	3	58	253	311	311	296	...	1	249	6	55	...	311	19	213	78	1	...	96,541	25,520	25,405	3,000	...	...	853	1,51,319	511 3 5	326 2 5
	Aided.																												
Bombay	St. Xavier's College, Bombay	1	15	60	75	68	59	5	4	33	1	32	...	75	37	17	17	...	...	1,875	...	5,704	...	...	...	4,421	12,000	203 6 3	31 12 6
Do.	Free General Assembly's Institution, Bombay	1	4	60	64	74	68	...	4	42	...	16	2	64	7	35	19	2	1	3,225	1,544	2,674	...	850	...	18,285	26,578	390 13 7	47 6 10
	Total ...	2	19	120	139	142	127	5	8	75	1	48	2	139	44	52	36	2	1	5,100	1,544	8,378	...	850	...	22,706	38,578	303 12 3	40 2 6
	Unaided.																												
Kolhápur State	Rájarám College, Kolhápur	1	...	25	25	22	18·3	...	...	25	...	...	...	25	...	25	...	...	...	...	270	1,062	...	...	5,964	...	7,296	398 11 0	.....
	Grand Total, Arts ...	6	77	398	475	475	441·3	5	9	349	7	103	2	475	63	290	114	3	1	1,01,641	27,334	34,845	3,000	850	5,964	23,559	1,97,193	446 13 6	230 5 1
	Colleges, or Departments of Colleges for Professional Training.																												
Bombay	Law— Government Law School, Bombay ...	1	29	107	136	130	100	...	1	96	5	34	...	136	...	...	..	...	...	3,763	2,028	4,880	.	...	...	...	10,671	106 11 4	37 10 1
Do.	Medical— Government Grant College, Bombay ..	1	56	*227	283	256	215	57	31	77	3	114	1	283	..	...	..	...	...	10,414	6,255	14,125	...	...	...	...	30,794	143 3 7	48 7 0
Poona	Engineering— Government College of Science, Poona ...	1	37	†114	151	155	126	4	14	112	3	16	2	151	...	...	...	...	...	55,134	300	5,012	...	...	...	...	60,446	479 11 8	437 9 2
	Grand Total, Professional Colleges ...	3	122	448	570	541	441	61	46	285	11	164	3	570	...	...	...	...	...	69,311	8,583	24,017	...	...	...	...	1,01,911	231 1 5	157 2 8
	Grand Total of all Colleges	9	199	846	1,045	1,016	882·3	66	55	634	18	267	5	1,045	63	290	114	3	1	1,70,952	35,917	58,862	3,000	850	5,964	23,559	2,99,104	339 0 0	193 12 1

* Inclusive of 40 Hospital Apprentices.

† Inclusive of 61 apprentices studying in the mechanical branch of the Cole.

SUBSIDIARY

Statistical Return of High and Middle Schools (English)

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the Rolls during the year.	Average Daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Number of Scholars on the English.	Latin.	Sanskrit.	Persian.	Arabic.	Hindustani.	Marathi.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D	8E	8F	8G
	CENTRAL DIVISION.																			
	ENGLISH SCHOOLS.																			
	Government.																			
POONA.	Poona High School ...	2	360	213	573	553	495	...	2	509	13	43	6	573	3	238	93	...	...	237
	Poona Camp 1st Grade...	1	...	96	96	93	84	...	...	10	29	57	...	96	...	...	..	...	28	...
	2nd Grade Schools ...	4	..	142	142	120	101	...	...	136	6	...	...	142	...	...	...	...	...	142
		7	360	451	811	766	680	...	2	655	48	100	6	811	3	238	93	...	28	379
	Aided.																			
	Bishop's High School, Poona	2	44	58	102	101	93	96	4	...	...	...	2	102	44	...	...	...	..	..
	St. Vincent's Roman Catholic High School, Poona	2	.	158	158	146	125	42	79	14	5	17	1	158	10	..	...	...	...	...
	Free Church Mission Institution, Poona ...	2	77	136	213	191	154	..	7	179	7	...	20	213	..	34	...	.	...	179
	Pensioners' School, Poona	1	..	43	43	52	39	37	6	...	...	...	...	43	...	...	...	...	...	7
	European and Eurasian School, Lonávli	1	..	57	57	51	43	38	15	...	...	4	...	57	...	...	...	...	...	...
	Conference School, Poona	1	..	34	34	39	36	32	...	..	...	2	...	34	10	...	...	...	1	...
	Mission Orphanage and Christian Boys' School, Panch Haud, Poona ..	1	...	14	14	12	8	...	8	6	...	...	..	14	...	...	...	...	...	...
		10	121	500	621	592	498	245	119	199	12	23	23	621	64	34	...	..	1	186
	Inspected.																			
	Native Institution, Poona	2	82	130	212	189	159	...	...	205	6	1	...	212	...	64	3	...	...	210
	Total, Poona District ..	19	563	1,081	1,644	1,547	1,337	245	121	1,059	66	124	29	1,644	67	336	96	...	...	775
	Government.																			
SHOLÁPUR.	Sholápur High School ..	2	56	75	131	111	97	...	...	125	1	5	...	131	...	48	..	...	...	83
	Pandharpur 1st Grade ...	1	...	50	50	43	33	...	...	50	...	...	...	50	...	5	...	...	...	45
	Bársi 1st Grade .. .	1	...	24	24	26	23	..	...	23	...	1	...	24	...	...	...	...	...	24
	2nd Grade Schools ..	1	...	13	13	11	10	...	...	12	1	...	...	13	...	...	...	...	...	13
		5	56	162	218	191	163	...	...	210	2	6	...	218	...	53	...	...	...	165
	Aided.																			
	European and Eurasian School, Sholápur ...	1	...	14	14	14	10	12	2	...	...	...	...	14	...	...	...	...	...	...
	Inspected.																			
	Akalkot 2nd Grade ...	1	..	29	29	31	25	...	...	28	1	...	...	29	...	...	..	...	...	..
	Total, Sholápur District .	7	56	205	261	236	198	12	2	238	3	6	...	261	...	53	...	...	...	165
	Government.																			
SÁTÁRA.	Sátára High School ..	2	131	115	246	220	198	2	2	238	3	...	1	246	...	125	...	...	...	121
	2nd Grade Schools ..	4	...	70	70	80	64	...	...	70	...	...	...	70	...	...	...	...	..	...
		6	131	185	316	300	262	2	2	308	3	...	1	316	...	125	..	..	..	121
	Aided.																			
	Church of England European and Eurasian High School, Pánchgani.	2	5	28	33	27	23	33	...	...	...	...	...	33	10	...	...	...	...	...
	Inspected.																			
	Bhor 2nd Grade School .	1	...	29	29	17	15	...	...	29	...	...	...	29	...	...	...	...	...	...
	Phaltan do. ...	1	...	12	12	15	12	...	...	12	...	...	...	12	...	...	...	...	..	...
	Jath do. ...	1	...	18	18	14	9	...	...	18	...	...	...	18	...	...	...	...	...	...
		3	..	59	59	46	36	...	...	59	...	...	...	59	...	...	...	...	...	...
	Total, Sátára District ..	11	136	272	408	373	321	35	2	367	3	...	1	408	10	125	...	...	..	121

FORM No. 2.

for Boys for the Official Year 1881-82

31st March learning					Expenditure									Annual Cost of educating each Scholar		Number passed		Remarks
Gujarátí.	Kánarese.	Hebrew	Portuguese.	French	Provincial Revenue.	Local Rates or Cesses.	Endowments.	Fees	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total	Total Cost	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III)	
8G	8J	8K	8L	8M	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
					Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.	Rs a p	Rs. a. p.			
...	1	1		...	10,146			12,351			..		22,497	45 7 2	20 7 11	23	40	
68					1,575			1,469		...		...	3,044	36 3 10	18 12 0		6	
							...	407	445				852	8 6 11	.		4	
68	1	1	-	..	11,721			14,227	445				26,393	38 13 0	17 3 9	23	50	
				...	2,707			4,351					7,058	75 10 0	29 1 9	5	10	
					1,280			2,131		...		409	3,820	30 9 0	10 3 10		9	
	..				1,089			1,220				3,316	5,625	36 8 5	7 1 2	3	6	Boys. Girls 20 23
					1,492		230	289					2,011	51 9 0	38 4 1			
					468			320				1,782	2,570	59 12 2	10 14 2		.	
					890			1,278		5	..		2,173	60 5 9	24 11 7	.		
					41					1,844			1,885	235 10 0	5 2 0		2	
					7,967	.	230	9,589		1,849		5,507	25,142	50 7 9	16 0 0	8	27	
							-	1,667		969	.	1,261	3,897	24 8 2				
68	1	1			19,688		230	25,483	445	2,818		6,768	55,432	41 7 4	14 11 7	31	77	
					2,740			1,700	1,000				5,440	56 1 4	28 4 0		18	
	-				414			535	1,068				2,017	61 1 11	12 8 9		6	
			.		351			325	600				1,276	55 7 8	15 4 2	.	5	
								29	145				174	17 6 5				
					3,505			2,589	2,813	...			8,907	54 10 4	21 8 1		29	
					182			110		..		86	378	37 12 10	18 3 2			Boys. Girls 5 9
		.						39			981		1,020	40 12 10				
			...		3,687		..	2,738	2,813		981	86	10,305	52 0 9	18 9 11	-	29	
.					6,130			3,624			.		9,754	49 4 2	30 15 4	9		
								359	543	..			902	14 1 6			4	
..					6,130			3,983	543				10,656	40 10 4	23 6 4	9	4	
					2,292	..		713	..	853		703	4,561	198 4 10	99 10 5			
...						232		27				..	259	17 4 3		.	.	
						406		19	..				425	35 6 8				
								5			66		71	7 14 3				
						638		51			66		755	20 15 7				
					8,422	638		4,747	543	853	66	703	15,972	49 12 1	26 3 9	9	4	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Number of Scholars on the 31st English.	Latin.	Sanskrit.	Persian.	Arabic.	Portuguese.	Marátfi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
	CENTRAL DIVISION—*continued.*																			
	Government.																			
Ratnágiri	Ratnágiri High School ...	2	101	93	194	189	171	...	1	185	8	...	...	194	...	94	...	...	...	7
	2nd Grade Schools ...	1	...	20	20	18	14	...	...	20	...	...	...	20	...	...	...	...	...	...
	Total ...	3	101	113	214	207	185	...	1	205	8	...	...	214	...	94	...	...	...	7
	Aided.																			
	S. P. G. Mission Boys' School, Dápoli	1	...	33	33	45	36	...	4	29	...	...	...	33	...	...	...	...	...	33
	Inspected.																			
	Sávantvádi 1st Grade ...	1	...	139	139	119	91	...	2	124	13	...	...	139	...	42	...	...	...	97
	Total, Ratnágiri District..	5	101	285	386	371	312	...	7	358	21	...	...	386	...	136	...	...	...	137
	Government.																			
Thána	Byramji Jijibhoy's High School, Thána	2	95	124	219	189	164	...	10	169	7	19	14	219	...	54	34	...	...	131
	Kalyán 1st Grade ...	1	...	109	109	100	88	...	...	103	1	4	1	109	...	34	...	...	...	109
	2nd Grade Schools ...	6	...	118	118	105	88	...	15	96	3	2	2	118	...	...	...	...	...	...
	Total ..	9	95	351	446	394	340	...	25	368	11	25	17	446	...	88	34	...	...	240
	Aided.																			
	St. Stanislaus' School, Bándra	1	...	276	276	271	249	16	249	4	1	6	...	276	5	...	...	...	..	46
	St. Andrew's Society's School, Bándra ...	1	...	30	30	28	24	...	30	...	...	...	...	30	..	...	...	...	...	...
	Total...	2	...	306	306	299	273	16	279	4	1	6	...	306	5	...	...	...	...	46
	Total, Thána District...	11	95	657	752	693	613	16	304	372	12	31	17	752	5	88	34	..	..	286
	Aided.																			
Kolába	Free Church Mission Anglo-Vernacular School, Alíbág	1	...	97	97	91	69	1	...	81	2	...	13	97	...	22	...	...	...	75
	Total, Kolába District...	1	...	97	97	91	69	1	...	81	2	...	13	97	...	22	...	...	...	75
	Government.																			
Island of Bombay.	Elphinstone High School.	1	905	...	905	856	809	1	2	466	21	402	13	905	188	277	402	...	1	254
	Fort Branch 1st Grade ...	1	...	250	250	244	213	...	...	40	6	204	...	250	...	...	..	...	...	...
	Jagannath Shankarshet, 1st Grade...	1	...	291	291	276	241	...	...	290	1	...	...	291	...	...	...	...	...	291
	Gokuldass Tejpal do. ...	1	...	225	225	220	195	...	...	168	9	48	...	225	...	...	...	...	...	...
	Phanaswádi do. ...	1	...	204	204	188	164	...	...	198	...	...	6	204	...	...	...	...	...	204
	Chandanwádi do. ..	1	...	255	255	238	208	...	...	116	8	131	...	255	...	...	...	...	...	...
	Maráthi 2nd Grade Schools	3	...	117	117	97	72	...	1	112	1	...	3	117	...	...	...	...	...	...
	Gujaráti do. ...	3	...	83	83	73	63	...	...	74	2	7	...	83	...	...	...	...	...	...
	Total...	12	905	1,425	2,330	2,192	1,965	1	3	1,464	48	792	22	2,330	188	277	402	...	1	749

No. 2—*continued.*

March learning					Expenditure									Annual cost of educating each Scholar.		Numbers passed		Remarks
Gujarati	Kánarese	Hebrew	Hindustáni	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments	Fees	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources	Total	Total Cost.	Cost to Government	Matriculation	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III)	
8h	8i	8j	8k	8l	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
					Rs	Rs	Rs	Rs	Rs	Rs.	Rs	Rs	Rs	Rs a. p	Rs a p			
..					6,545			3,028			.	..	9,573	55 15 9	38 4 5	2	13	
								203	52		...	.	255	18 3 5	..	.	5	
					6,545			3,231	52			...	9,828	53 2 0	35 6 1	2	18	
..				..	304	..		211		95		122	732	20 5 4	8 7 1		6	
			.		...	2,839		915					3,754	41 4 1			12	
.					6,849	2,839	...	4,357	52	95	...	122	14,314	45 14 1	21 15 3	2	36	
.					2,204			3,774		...			5,978	36 7 3	13 7 0	5	8	
					1,265			1,425	1,500		.		4,190	47 9 10	14 6 0		6	
						14		638	638	254	.		1,544	17 8 9			1	
					3,469	14	..	5,837	2,1 8	254	..		11,712	34 7 2	10 3 3	5	15	
...					1,647	.		972				462	3,081	12 6 0	6 9 0			
					1,062			45				30	1,137	47 6 0	44 4 0		.	
.					2,709		—	1,017				492	4,218	15 7 3	9 14 9			
					6,178	14		6,854	2,138	254		492	15,930	25 15 9	10 12 3	5	15	
					345			504	...	858		452	2,159	31 4 8	5 0 0	.	1	
					345			504		858		452	2,159	31 4 8	5 0 0		1	
453		9		1	8,628		4,902	34,475				.	48,0 5	59 5 5	10 10 8	39	..	
250	..		...		887			7 187	..	...	...		8,0 4	37 14 6	4 2 8		15	
				...	1,807			4,148				..	5 955	24 11 4	7 8 0		44	
225					1,052		503	4,192	.	300			6,047	31 0 2	5 6 4		15	
					846			2,668					3,514	21 6 10	5 2 6		5	
255				.	1,668			4,514		..		...	2,846	13 10 11			16	
								639	847				1,486	20 10 3				
.	.		.					184				..	184	2 14 9	..		..	
1,183	...	9		1	11,552	.	5,405	58,007	847	300		.	76,111	38 11 9	5 14 1	39	95	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st						
			In High Schools.	In Middle Schools.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.	Portuguese.	Marathi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
Island of Bombay—*continued.*	CENTRAL DIVISION—*—continued.*																			
	Aided.																			
	Scottish Education Society's High School, Byculla	2	49	144	193	173	150	172	3	...	...	...	18	193	37	...	...	...	...	...
	Scottish John Connon High School, Fort ...	2	24	68	92	75	64	88	2	...	2	...	...	92	13	...	...	...	...	...
	St. Mary's Institution, Roman Catholic, Mázagaon	2	84	394	478	483	433	221	211	16	4	24	2	478	160	1	...	...	...	...
	Central Assembly's Institution, Kalbádevi Road.	2	161	209	370	356	268	...	61	299	5	2	3	370	...	43	...	...	...	310
	Free General Assembly's Institution, Khetwádi...	2	111	105	216	199	162	1	12	147	12	43	1	216	21	37	25	...	3	108
	Robert Money School ...	2	158	128	286	308	253	3	8	255	1	...	19	286	47	55	...	...	...	262
	Cathedral High School ...	2	57	141	198	174	148	190	2	...	...	...	6	198	84	...	...	...	...	...
	Scottish Orphanage, Máhím	2	17	90	107	100	92	99	8	...	...	...	...	107	...	...	...	...	...	76
	St. John's Anglo-Portuguese School, Lower Máhím	2	9	271	280	248	192	...	217	49	5	9	...	280	19	...	...	...	46	...
	St. Xavier's School, Esplanade	2	29	614	643	670	601	36	447	65	14	77	4	643	162	...	...	...	...	...
	Sir J. J. Parsi Benevolent Institution, Fort ...	2	220	223	443	416	383	...	...	...	...	443	...	443	3	...	216	...	...	...
	Bombay Education Society's High School, Byculla	2	20	146	166	184	164	166	...	...	...	...	...	166	...	...	..	...	...	...
	Indo-British Institution .	1	...	62	62	59	54	57	5	...	...	...	...	62	2	...	...	...	...	..
	B. B. & C. I. Railway Company's School, Parel	1	...	44	44	33	26	33	11	..	...	...	...	44	...	...	...	...	...	...
	St. Peter's School, Mázagaon...	1	...	40	40	35	30	37	3	...	...	...	...	40	21	...	...	...	...	...
	American Mission Anglo-Vernacular School, Byculla	1	...	...	...	...	...	...	...	...	..	...	...	...	...	...	Information not			
	European and Eurasian Methodist School, Mazagaon	1	..	83	83	66	51	46	28	4	3	1	1	83	3	...	...	...	...	26
	Anjuman-i-Islam, Páydhuni	1	...	134	134	130	109	...	..	...	134	...	...	134	...	.	8	...	...	...
	Israelite Benevolent Society's Anglo-Vernacular School, Israel Mohola ...	1	...	15	15	16	16	...	...	...	...	...	15	15	...	...	...	...	...	15
	Framji Nasarwanji Anglo-Vernacular School, Khetwadi	1	...	123	123	115	96	...	...	10	8	105	...	123	...	...	...	...	...	...
	Honourable Rastamji Jamsetji Jijibhoy's School, Dhobi Taláv ...	1	...	53	53	49	45	...	...	...	...	53	...	53	...	...	...	...	...	...
		33	939	3,087	4,026	3,889	3,337	1,149	1,018	845	188	757	69	4,026	372	136	249	...	49	791
	Inspected.																			
	Prabhu Seminary... ..	1	...	91	91	98	90	...	...	91	...	...	...	91	8	9	10	...	...	...
	J. D. Bhendi Bázár and Khetwadi 2nd Grade Schools	2	...	76	76	77	63	...	...	23	7	46	...	76	...	...	...	...	...	...
		3	...	167	167	175	153	...	...	114	7	46	...	167	8	9	10	...	...	...
	Total, Island of Bombay...	48	1,844	4,679	6,523	6,256	5,455	1,150	1,021	2,423	243	1,595	91	6,523	768	422	661	...	50	1,540
	Total, Government Schools	42	1,648	2,687	4,335	4,050	3,595	3	33	3,210	120	923	46	4,335	191	875	520	...	1	1,061
	Total, Aided Schools ...	50	1,065	4,065	5,130	4,957	4,246	1,456	1,422	1,158	203	786	105	5,130	651	192	249	...	49	1,131
	Total, Unaided Schools ...	10	82	524	606	560	464	...	2	530	27	47	...	606	8	115	13	...	...	307
	Grand Total English Schools, Central Division.	102	2,795	7,276	10,071	9,567	8,305	1,459	1,457	4,898	350	1,756	151	10,071	850	1,182	791	...	50	3,699

No. 2—*continued.*

March learning					Expenditure.									Annual Cost of educating each Scholar.		Number passed.		Remarks.
Gujarati.	Kánarese.	Hebrew.	Hindustáni.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*h*	8*i*	8*j*	8*k*	8*l*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9*h*	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	22	3,555	...	...	5,654	...	...	...	1,481	10,690	71 4 3	23 11 2	6	8	115 boys. 78 girls.
...	...	...	...	12	1,065	...	...	3,063	...	1,112	...	1,435	6,675	104 4 9	16 10 3	2	1	54 boys. 38 girls.
...	...	...	...	...	10,555	...	...	4,184	...	...	...	3,331	18,070	41 11 9	24 6 0	20	6	
...	...	...	...	...	3,683	...	...	3,217	...	...	...	5,050	11,950	44 9 5	13 8 2	3	14	
77	8	1	17	...	1,162	...	...	2,609	...	...	...	4,352	8,123	50 2 3	7 2 9	13	3	
...	...	...	...	...	1,815	...	...	3,893	...	..	..	3,734	9,442	37 5 1	7 2 9	8	5	
...	...	...	...	22	3,014	...	1,730	6,050	...	2,085	..	779	13,658	92 4 6	20 5 10	...	4	
...	...	...	..	...	4,904	...	2,407	6,599	...	8,995	...	...	22,905	248 15 6	53 4 10	...	4	136 boys. 92 girls.
...	...	...	...	...	1,200	...	...	1,446	...	1,002	...	206	3,854	20 1 2	6 4 0	...	...	55 boys. 52 girls.
...	...	...	...	...	5,113	...	...	12,745	...	...	...	4,142	22,000	36 9 8	8 9 10	...	11	
224	...	...	...	...	1,514	...	7,302	516	...	1,470	...	3,880	14,682	38 5 4	3 15 3	11	..	
...	...	...	75	...	12,681	...	5,886	9,666	...	1,510	...	17,852	47,595	290 3 5	77 5 2	..	16	
...	...	...	...	...	622	...	154	3,101	...	3,088	...	145	7,110	131 10 8	11 8 4	..	...	
...	...	...	...	2	292	...	...	200	...	2,852	...	...	3,344	128 9 10	10 3 8	...	...	
..	...	...	...	...	397	...	...	2,275	...	859	...	265	3,796	126 8 6	13 3 9	...	1	
received.		...	...	...	102	...	...	...	...	...	...	...	102	...	...	...	...	
...	...	..	...	...	268	...	...	1,000	...	342	...	...	1,610	31 9 1	5 4 1	...	...	55 boys 28 girls.
...	..	...	126	...	2,857	...	982	553	...	...	...	152	4,544	41 11 0	26 3 5	...	...	
...	...	15	...	...	...	...	...	...	...	797	...	...	797	49 13 0	...	...	...	
123	...	...	...	...	728	...	...	1,024	...	...	...	87	1,839	19 2 6	7 9 4	...	14	
...	...	...	...	...	830	...	714	...	...	...	...	...	1,544	34 5 0	18 7 1	...	...	
424	8	16	218	58	56,357	...	19,175	67,795	...	24,112	...	46,891	2,14,330	64 3 8	16 14 3	63	87	
...	...	...	...	...	...	...	...	522	...	678	...	...	1,200	13 5 4	.	...	...	
...	...	...	...	...	...	...	...	...	...	1,164	...	...	1,164	18 7 7	...	...	8	
...	...	...	...	...	...	...	...	522	...	1,842	...	...	2,364	15 7 3	...	...	8	
,607	8	25	218	59	67,909	...	24,580	1,26,324	847	26,254	...	46,891	2,92,805	53 10 10	12 7 2	102	190	
1,251	1	10	28	1	42,922	14	5,405	87,874	6,838	554	...	—	1,43,607	39 15 2	11 15 0	78	211	
424	8	16	219	58	70,156	...	19,405	79,989	...	27,767	...	54,253	2,51,520	59 3 9	16 8 4	71	121	
..	...	...	...	...	...	3,477	...	3,194	..	2,811	1,047	1,261	11,790	25 6 7	...	...	20	
,675	9	26	247	59	1,13,078	3,491	24,810	1,71,007	6,838	31,132	1,047	55,514	4,06,017	48 15 11	13 9 10	149	352	

SUBSIDIARY FORM

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	No. of Scholars on the 31st English.	Latin.	Sanskrit.	Persian.	Arabic.	Portuguese.	Marátí.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D	8E	8F	8G
	NORTH-EAST DIVISION.																			
	English Schools.																			
	Government.																			
Khándesh.	Dhulia High School ...	2	78	87	165	163·	144·4	...	...	161	3	1	...	165	...	67	1	...	...	97
	2nd Grade Anglo-Vernacular Schools	9	...	234	234	176·2	135·9	...	...	224	10	...	...	234	...	...	...	...	...	234
	Aided.																			
	G. I. P. Railway School, Bhusával...	1	...	42	42	30·81	25·55	41	1	...	...	...	...	42	...	...	...	...	...	...
	Total for the District ...	12	78	363	441	370·01	305·85	41	1	385	13	1	...	441	...	67	1	...	...	331
	Government.																			
Ahmednagar.	Ahmednagar High School.	1	93	...	93	99·6	86·7	...	5	72	5	9	2	93	...	49	35	...	...	9
	Ahmednagar 1st Grade Anglo-Vernacular School	1	...	155	155	146·4	127·7	...	3	128	17	7	...	156	...	...	...	...	...	122
	2nd Grade Anglo-Vernacular Schools	1	...	23	23	23·3	18·6	...	...	23	...	...	...	23	...	...	...	...	...	23
	Total for the District ...	3	93	178	271	269·3	233·	...	8	223	22	16	2	271	...	49	35	...	...	154
	Government.																			
Násik.	Násik High School ...	2	86	145	231	198·5	184·6	...	2	217	8	4	...	231	...	68	13	...	...	128
	2nd Grade Anglo-Vernacular Schools	3	...	129	129	93·9	72·2	...	...	128	1	...	...	129	...	...	...	...	...	129
	Aided.																			
	G. I. P. Railway School, Igatpuri	1	...	32	32	26·	26·	30	2	...	...	...	...	32	...	...	...	...	...	...
	Methodist Church Day School, Igatpuri ...	1	...	66	66	44·	36·	66	...	..	...	...	..	66	9	...	...	...	...	20
	St. Joseph's English-teaching School, Igatpuri ...	1	...	77	77	60·5	46	13	36	11	1	16	...	77	3	...	...	...	...	...
	Total for the District ..	8	86	449	535	422·9	364·8	109	40	356	10	20	...	535	12	68	13	...	...	277
	Total Government Schools.	19	257	773	1,030	900·9	770·1	...	10	953	44	21	2	1,030	...	184	49	...	...	742
	Total Aided Schools ...	4	...	217	217	161·31	133·55	150	39	11	1	16	...	217	12	...	...	..	...	20
	Grand Total, English Schools, North-East Division ...	23	257	990	1,247	1,062·21	903·65	150	49	964	45	37	2	1,247	12	184	49	...	...	762
	NORTHERN DIVISION.																			
	English Schools.																			
	Government.																			
Ahmedabad.	Ahmedabad High School.	1	303	...	303	232·0	204·0	...	...	263	8	32	...	303	...	219	60	..	..	...
	Do. Branch do No. 1...	1	...	137	137	122·9	112·5	...	...	123	2	11	1	137	...	...	...	...	...	...
	Do. do. No. 2...	1	...	133	133	151·4	132·5	...	...	124	9	...	...	133	...	...	...	...	...	...
	Viramgám English School	1	...	65	65	72·7	54·0	...	...	60	4	1	...	65	...	12	...	...	...	...
	Camp Deesa do. ...	1	...	20	20	26·0	19·8	...	...	12	2	5	1	20	...	...	...	...	...	...
	Dholka do. ..	1	...	38	38	31·5	21·6	...	...	35	3	...	...	38	...	...	...	...	...	...
	2nd Grade Anglo-Vernacular School	1	...	18	18	18·0	14·0	...	...	18	...	...	...	18	...	...	...	...	...	...
	Total ...	7	303	411	714	654·5	558·4	...	...	635	28	49	2	714	...	231	60	...	...	...
	Aided.																			
	Ahmedabad Mission High School	1	77	...	77	75·1	60·6	...	4	64	2	7	...	77	2	38	15	...	...	...
	Do. do. 1st Grade	1	...	127	127	113·2	99·1	...	6	86	9	15	11	127	4	16	5	..	...	...
	Total ...	2	77	127	204	188·3	159·7	...	10	150	11	22	11	204	6	54	20	...	...	...
	Total for the District ...	9	380	538	918	842·8	718·1	...	10	785	39	71	13	918	6	285	80	...	..	...

No. 2—*continued.*

learning					Expenditure									Annual Cost of educating each Scholar.		Number passed.		
Gujarati.	Kánarese.	Hebrew.	Hindustani.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	Remarks.
8H	8I	8J	8K	8L	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	7,000	...	940	2,188	...	...	...	...	10,128	70 2 4	48 7 9	2	12	
...	...	...	...	...	569	546	...	316	720	180	...	...	2,331	17 2 8	4 3 1	...	...	
..	...	...	...	...	244	...	...	181	...	...	...	2,153	2,578	100 15 0	9 8 10	...	...	22 boys and 20 girls.
...	...	...	...	...	7,813	546	940	2,685	720	180	...	2,153	15,037	49 2 7	25 8 8	2	12	
...	...	...	...	..	5,080	...	22	2,057	240	...	...	...	7,399	96 3 9	66 1 0	5	...	
...	...	...	33	...	1,415	...	...	1,493	397	...	...	...	3,305	25 14 3	11 1 4	...	10	
...	...	...	...	...	60	...	...	180	...	...	...	...	240	12 14 1	3 3 7	...	1	
...	...	...	33	..	6,555	...	22	3,730	637	...	...	...	10,944	46 15 6	28 2 0	5	11	
...	...	...	22	...	4,485	...	...	2,996	420	...	...	...	7,901	40 10 5	23 1 2	7	13	
...	...	...	...	...	90	...	...	875	...	...	..	...	965	13 5 11	1 4 0	...	10	
..	...	...	...	...	242	...	...	...	...	...	...	2,170	2,412	92 12 4	9 4 11	...	...	17 boys and 1 girls.
...	...	...	...	10	...	...	...	470	...	180	...	...	650	18 0 11	...	...	2	32 boys and 34 girls.
...	...	...	...	...	...	...	...	531	...	...	...	97	628	13 10 10	...	...	...	69 boys and 8 girls.
...	...	...	22	10	4,817	...	...	4,872	420	180	...	2,267	12,556	34 6 8	13 3 4	7	25	
...	..	...	55	..	18,699	546	966	10,105	1,777	180	...	...	32,273	41 14 1	24 3 11	14	46	
...	...	...	...	10	486	...	...	1,182	...	180	...	4,420	6,268	46 14 11	3 10 2	...	2	
...	...	...	55	10	19,185	546	966	11,287	1,777	360	...	4,420	38,541	42 10 4	20 7 3	14	48	
...	...	...	...	..	7,751	407	...	3,549	2,400	...	...	...	14,107	69 2 5	37 15 11	14	...	
...	...	...	...	...	1,036	...	...	852	1,104	...	...	...	2,992	26 9 6	9 3 4	...	25	
...	...	...	...	...	1,426	27	...	942	846	...	...	...	3,241	24 7 4	10 12 2	...	17	
...	...	...	...	...	542	36	...	221	900	..	...	...	1,699	31 7 5	10 0 7	...	6	
...	...	...	...	...	395	...	...	133	...	...	...	...	528	29 10 8	19 15 2	...	3	
...	...	...	...	...	438	...	...	105	480	...	...	...	1,023	47 11 11	20 1 6	...	6	
...	...	...	...	...	...	52	...	...	...	...	...	...	52	3 11 5	...	...	...	
...	.	...	...	...	11,588	522	...	5,802	5,730	...	...	...	23,642	42 5 5	20 12 0	14	57	
...	...	...	...	...	1,790	...	...	988	...	...	...	118	2,896	47 12 7	29 8 7	2	...	
...	...	...	...	..	1,373	...	...	...	...	...	...	...	1,373	13 13 8	13 13 8	...	12	
...	...	...	...	...	3,163	...	...	988	...	...	...	118	4,269	26 11 1	19 12 11	2	12	
...	...	...	...	...	14,751	522	...	6,790	5,730	...	...	118	27,911	38 11 1	20 7 3	16	69	

SUBSIDIARY FORM

District or State.	Name or Class of Institution.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	Number of Scholars on the 31st March. English.	Latin.	Sanskrit.	Persian.	Arabic.	Portuguese.	Marátha.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D	8E	8F	8G
	NORTHERN DIVISION—*continued.*																			
	ENGLISH SCHOOLS.																			
	Government.																			
KAIRA.	High School, Nadiád ...	2	108	178	286	223·5	192·10	...	...	267	14	5	...	286	...	53	...	...	...	...
	1st Grade English School, Kaira	1	...	32	32	34·2	29·1	...	...	28	2	2	...	32	...	...	...	...	...	...
	Total ...	3	108	210	318	257·7	222·1	...	...	295	16	7	...	318	...	53	...	...	...	...
	Unaided.																			
	1st Grade Anglo-Vernacular School, Dákor ...	1	...	50	50	57·9	35·5	...	...	48	...	2	...	50	...	...	...	...	...	...
	Total for the District ...	4	108	260	368	315·6	257·6	...	...	343	16	9	...	368	...	53	...	...	...	...
	Government.																			
BROACH.	High School, Broach ...	2	135	205	340	295·9	251·1	...	...	186	6	148	...	340	...	55	74	...	...	...
	1st Grade Anglo-Vernacular School, Anklesvar.	1	...	75	75	73·3	60·0	...	...	60	7	8	...	75	...	5	10	...	...	...
	Total for the District ...	3	135	280	415	369·2	311·1	...	...	246	13	156	...	415	...	60	84	...	...	...
	Government.																			
SURAT.	High School, Surat ...	1	274	...	274	228·5	200·4	...	...	228	4	42	...	274	..	141	94	...	...	...
	Branch School, Surat ...	1	...	370	370	370·0	306·0	...	...	336	13	21	...	370	...	...	...	...	...	...
	1st Grade Anglo-Vernacular School, Bulsár ...	1	...	132	132	118·5	104·0	...	1	101	8	22	...	132	1	15	2	...	...	...
	Do. do. Rander.	1	...	56	56	46·3	41·4	..	...	54	...	2	...	56	...	7	...	...	...	...
	Do. do. Navsári.	1	...	108	108	91·0	78·2	...	...	69	3	36	...	108	...	4	11	...	...	...
	Total ...	5	274	666	940	854·3	730·0	...	1	788	28	123	...	940	1	167	107	..	...	...
	Aided.																			
	Mission High School, Surat	1	136	...	136	108·0	98·0	2	...	82	1	51	...	136	...	29	44	..	...	...
	Mission 1st Grade Anglo-Vernacular School, Surat	1	...	139	139	133·0	117·0	3	1	75	9	49	2	139	...	...	...	...	...	...
	J. M. Vakilna Anglo-Vernacular School, Surat	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Sir Jamsetji Anglo-Vernacular School, Surat ...	1	...	114	114	120·6	103·4	...	...	...	...	114	...	114	...	...	21	...	...	...
	Total ...	3	136	253	389	361·6	318·4	5	1	157	10	214	2	389	...	29	65	...	...	...
	Unaided.																			
	Sir K. J. High School, Navsári	1	72	...	72	66·1	55·8	...	...	14	...	58	...	72	...	...	...	..	...	...
	J. M. Vakilna 1st Grade Anglo-Vernacular School Surat	1	...	132	132	133·6	95·3	...	...	84	12	36	...	132	...	...	10	...		...
	Total ...	2	72	132	204	199·7	151·1	...	...	98	12	94	...	204	...	...	10	...	...	...
	Total for the District ...	10	482	1,051	1,533	1,415·6	1,199·8	5	2	1,043	50	431	2	1,533	1	196	182	...	...	...

No. 2—*continued.*

March learning					Expenditure.									Annual cost of educating each Scholar.		Number passed.		Remarks
Gujarátí.	Kánarese.	Hebrew.	Hindustáni.	French.	Provincial Revenues.	Land Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Anglo-Vernacular Standard VI and Anglo-Vernacular Standard III.)	
8H	8I	8J	8K	8L	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	4,308	90	152	2,837	240	...	...	...	7,637	39 12 1	22 5 2	3	15	
...	...	...	...	...	852	...	...	316	180	...	...	...	1,348	45 15 8	29 4 5	...	4	
...	...	...	...	...	5,160	90	152	3,153	420	...	...	...	8,975	40 6 7	23 3 9	3	19	
...	...	...	...	...	...	...	...	...	...	...	...	1,178	1,178	33 2 6	...	...	...	
...	...	...	...	...	5,160	90	152	3,153	420	...	...	1,178	10,153	39 6 8	20 0 6	3	19	
...	...	...	...	...	5,832	308	...	3,876	600	...	...	...	10,616	42 4 4	23 3 4	3	32	
...	...	...	...	...	216	...	...	265	720	...	...	...	1,201	20 0 3	3 9 7	...	3	
...	...	...	...	...	6,048	308	...	4,141	1,320	...	...	...	11,817	37 15 9	19 7 1	3	35	
...	...	...	...	...	8,697	103	...	5,062	...	...	...	...	13,862	69 2 9	43 6 4	10	...	
...	...	...	...	...	2,205	...	...	2,408	1,260	...	...	...	5,873	9 3 3	7 2 3	...	33	
...	...	...	...	...	1,535	103	270	499	600	...	...	...	3,007	28 14 7	14 12 2	...	8	
...	...	...	...	...	...	...	...	38	97	...	...	...	135	3 4 8	...	...	...	
...	...	...	...	...	909	...	210	424	...	...	...	...	1,543	19 11 9	11 9 11	...	7	
...	...	...	...	...	13,346	206	480	8,431	1,957	...	...	...	24,420	33 7 3	18 4 5	10	48	
...	...	...	...	...	1,087	...	...	2,075	...	...	...	1,830	4,992	50 15 0	11 1 6	7	...	
...	...	...	...	...	673	...	...	519	...	...	...	1,304	2,496	21 5 4	5 12 0	...	10	
...	...	...	...	...	315	...	...	...	...	...	...	...	315	...	...	...	...	
...	...	...	...	...	...	...	3,311	...	...	...	...	...	3,311	32 0 4	...	...	10	
...	...	...	...	...	2,075	...	3,311	2,594	...	...	...	3,134	11,114	34 11 0	6 8 3	7	20	
	...	...	...	...	...	...	...	...	...	...	...	5,442	5,442	97 8 5	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	822	822	8 10 0	...		4	
...	...	...	...	...	...	...	...	...	...	...	...	6,264	6,264	41 6 8	...	1	4	
...	...	...	...	...	15,421	206	3,791	11,025	1,957	...	...	9,398	41,798	34 13 7	12 15 0	18	72	

SUBSIDIARY FORM

District or State	Name or Class of Institutions	Number of Institutions.	No of Scholars on the Rolls on 31st March: In High Schools.	In Middle Schools.	Total	Average number on the Rolls during the year	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Goanese and Native Christians.	Hindus.	Mahommedans	Pársis	Others	No of Scholars on the 31st March: English	Latin	Sanskrit.	Persian	Arabic	Marathi	Gujarati.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
	NORTHERN DIVISION --*continued*																			
	ENGLISH SCHOOLS																			
	Unaided																			
KATHIAWAR	High School, Rájkot	1	149		149	131 4	119 2	1		137	3	8		149		107	18			
	High School, Bhavnagar	1	144		144	127 0	105 5			133	3	8		144		66	23			
	High School, Junágad	1	70		70	60 1	53 1			69	1			70		61				
	High School, Navánagar	1	42		42	30 5	25 8			40		1	1	42		38				
	First Grade Anglo Vernacular School, Rájkot	1		202	202	173 2	148 7			181	14	7		202						
	Do Bhávnagar	1		276	276	219 5	196 3			262	8	6		276						
	Do Junágad	1		152	152	122 1	108 4			147	5			152						
	Do Navánagar	1		118	118	113 6	101·2			116	2			118						
	Do Wadhwán City	1		101	101	87 8	73 4			100	1			101		8				
	Do. Limdi	1		86	86	72 5	62 9			79	6	1		86						
	Do. Morvi	1		69	69	67 5	54 8			69				69		13				
	Do Mahuva	1		71	71	57 2	44 0			62	7	2		71		7				
	Do Gondál	1		69	69	68 0	59 3			65	4			69						
	Do Vála Private	1		27	27	24 4	18 1			27				27						
	2nd Grade Anglo Vernacular Schools Fund	2		34	34	24 6	19 0			34				34						
	2nd Grade Anglo Vernacular School, Private	1		13	13	10 7	6 0			13				13						
	Total for the Agency	17	405	1,218	1,623	1393 1	1195 7	1		1,534	54	33	1	1,623		300	41			
	Unaided.																			
MAHIKANTHA AND PALANPUR.	1st Grade Anglo Vernacular School, Pálanpur	1		60	60	47 0	38 0			53	5	2		60						
	Do Rádhanpur	1		29	29	26 3	22 0			28	1			29		2				
	2nd Grade Anglo Vernacular School, Rádhanpur	1		3	3	3 0	1 6			3				3						
	Total for the Agency	3		92	92	76 3	61 6			84	6	2		92		2				
REWA KÁNTHA	2nd Grade Anglo-Vernacular School	1		18	18	11 2	8 7			18				18						
	Unaided																			
KUTCH	High School, Bhúj	1	42		42	42 4	36 0			36	5	1		42		20	22			
	1st Grade Anglo Vernacular School, Bhuj	1		92	92	81 5	65 0	...		79	11	2		92						
	Do do Mándvi	1		46	46	26 7	22 0			44	2			46						
	Total for the State	3	42	138	180	150 6	123 2			159	18	3		180		20	22			
	Unaided																			
SURAT AGENCY	2nd Grade Anglo Vernacular School	1		28	28	22 0	14 6			24	1	3		28						
	Total Government Schools	18	820	1,567	2,387	2135 7	1821 6		1	1,964	85	335	2	2,387	1	511	251			
	Total Aided Schools	5	213	380	593	549 9	478 1	5	11	30	21	236	13	593	6	83	85			
	Total Unaided Schools	28	519	1,676	2,195	1910 8	1590 4	1		1,96	91	137	1	2,195	22	302	71			
	Grand Total, English Schools, Northern Division	51	1,552	3,623	5,175	4596 4	3890 1	6	12	4,236	197	708	16	5,175	29	896	407			

No. 2—*continued.*

learning					Expenditure.									Annual cost of educating each Scholar.		Numbers passed.		Remarks.
	Kanarese.	Hebrew.	Hindustani.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. & Anglo Vernacular Standard III.)	
8h	8i	8j	8k	8l	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs.	a	p.	
...	...	...	...	...	...	...	902	...	...	...	11,362	1,118	13,382	12 4 3	...	11	...	
...	...	...	...	...	...	...	120	...	...	...	9,334	.	9,454	89 9 11	...	3	...	
...	...	...	...	...	...	...	...	...	...	...	6,060	186	6,246	117 10 0	...	6	...	
...	...	...	...	...	...	...	...	...	...	...	5,795	100	5,895	228 7 10	...	...	...	
...	...	...	...	...	...	...	47	...	...	...	1,988	...	2,035	13 10 11	...	..	25	
...	...	...	...	...	...	...	36	...	...	...	4,778	...	4,814	24 8 4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	1,696	506	2,202	20 5 0	...	..	12	
...	...	...	...	...	...	...	...	...	...	...	977	...	977	9 10 6	...	...	11	
...	...	...	...	...	...	...	...	...	..	...	1,486	867	2,353	32 0 11	...	...	7	
...	...	...	...	...	...	...	...	...	...	...	1,462	306	1,768	28 1 9	...	...	9	
...	...	...	...	...	...	...	...	...	...	...	1,976	...	1,976	36 0 11	...	...	12	
...	...	...	...	...	...	...	...	...	...	...	1,329	345	1,674	38 0 9	...	...	5	
...	...	...	...	...	...	...	...	...	...	...	1,601	...	1,601	26 15 11	...	...	7	
...	...	...	...	...	...	...	...	...	...	...	420	...	420	23 3 3	...	..	5	
...	...	...	...	...	...	...	...	...	...	...	720	...	720	37 14 4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	120	...	120	20 0 0		...	...	
...	...	...	...	...	...	...	1,105	...	...	...	51,104	3,428	55,637	46 8 6	...	20	93	
...	...	...	...	...	...	...	...	..	...	...	960	171	1,131	29 12 3	...	...	2	
...	...	...	...	...	...	...	...	...	...	...	1,011	17	1,028	46 11 3	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	451	...	451	281 14 10	...	...	...	
...	...	...	...	...	...	.	...	...	...	...	2,422	188	2,610	42 5 11	...	...	3	
...	...	...	...	...	...	...	...	..	...	.	556	...	556	63 14 6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	4,162	...	4,162	15 9 9	.	...	...	
...	...	...	...	...	...	...	...	..	...	...	2,406	...	2,406	37 0 3	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	1,026	...	1,026	46 3 6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	7,594	...	7,594	61 10 3	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	662	...	662	45 5 6	...	...	...	
...	...	...	...	...	36,142	1,126	632	21,527	9,427	...	...	...	68,854	37 12 3	19 14 4	30	159	
...	...	...	...	...	5,238	...	3,311	3,582	...	...	...	3,252	15,383	32 2 10	10 13 3	9	32	
...	...	...	...	...	...	...	1,105	...	...	...	62,338	11,058	74,501	46 13 5	...	21	100	
...	...	...	...	...	41,380	1,126	5,048	25,109	9,427	...	62,338	14,310	158,738	40 12 11	10 10 2	60	291	

SUBSIDIARY FORM

District or State	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans	Pársis.	Others.	No. of Scholars on the 31st March English.	Latin.	Sanskrit.	Persian.	Arabic.	Marathi.	Gujarati.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
	SOUTHERN DIVISION.																			
	English Schools.																			
	Government.																			
Belgaum.	Sirdars' High School ...	1	198	...	198	178	144·3	4	5	186	3	...	...	198	...	98	...	...	42	...
	First Grade Anglo Vernacular School, Belgaum	1	...	64	64	63·1	57	...	...	62	1	1	...	64	...	...	...	...	23	...
	Second Grade Anglo Vernacular Schools... ...	15	...	323	323	262·5	203·1	...	...	312	11	...	...	323	...	...	...	...	235	...
	Total ...	17	198	387	585	503·6	404·4	4	5	560	15	1	...	585	...	98	...	...	300	...
	Aided.																			
	London Mission High School, Belgaum ...	2	127	170	297	226	182·82	...	9	280	8	...	...	297	..	25	...	...	...	...
	Pensioners' School, Belgaum	1	...	27	27	27	25	19	8	...	...	...	..	27	8	...	...	...	...	...
	Convent School, Belgaum.	1	...	30	30	29	25	...	28	...	...	2	...	30	...	...	...	...	...	...
	Total ...	4	127	227	354	282	232·82	19	45	280	8	2	...	354	8	25	...	...	...	...
	Total for the District ...	21	325	614	939	785·6	637·22	23	50	840	23	3	..	939	8	123	...	...	300	...
	Government.																			
Dhárwár.	High School, Dhárwár ...	2	169	107	276	265	226·93	...	5	264	6	1	...	276	...	91	...	...	...	...
	First Grade Anglo-Vernacular School, Hubli ...	1	...	115	115	96	79	...	..	113	2	..	...	115	...	...	...	...	2	...
	Second Grade Anglo Vernacular Schools... ...	18	...	456	456	379	274·3	...	1	444	11	...	...	456	...	...	...	...	...	...
	Total ...	21	169	678	847	740	580·23	...	6	821	19	1	...	847	...	91	...	...	2	...
	Aided.																			
	Dhárwár German Mission First Grade Anglo-Vernacular School	1	...	108	108	77 27	65·93	...	2	100	6	...	..	108	...	...	...	...	...	..
	Total for the District...	22	169	788	955	817·27	646·16	...	8	921	25	1	...	955	...	91	...	...	2	...
	Government.																			
Kaládgi.	First Grade Anglo-Vernacular School, Kaládgi ..	1	..	78	78	78 9	64·18	...	2	75	1	...	...	78	...	28	...	...	16	...
	Second Grade Anglo-Vernacular Schools... ...	4	...	93	93	84·7	74·6	...	...	91	2	...	...	93	...	...	...	...	...	...
	Total for the District ...	5	...	171	171	163·6	138·78	...	2	166	3	...	..	171	...	28	...	...	16	...
	Government.																			
Kanára.	High School, Kárwár ...	2	69	45	114	117·58	102·6	..	16	93	4		1	114	15	23	...	...	4	...
	First Grade Anglo-Vernacular School, Kumta ..	1	..	61	61	54·6	45·12	...	2	59	..	..	...	61	...	...	...	...	...	...
	Second Grade Anglo-Vernacular Schools	5	...	115	115	102·6	85·4	...	2	112	1	...	...	115	...	..	...	...	...	...
	Total for the District ...	8	69	221	290	274·78	233·12	..	20	214	5	...	1	290	15	23	...	...	4	...

No. 2—*continued.*

learning					Expenditure.									Annual cost of educating each Scholar.		Numbers passed		
Kánarese.	Portuguese.	Hebrew.	Hindustani.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	Remarks.
8h	8i	8j	8k	8l	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
58	...	..	..	...	5,439	33	...	3,241	...	2,828	...	...	11,541	79 15 8	37 11 1	19	...	
41	...	...	...	...	1,173	...	...	810	...	...	...	...	1,983	34 9 3	20 6 2	...	42	
88	...	...	...	...	2,959	...	...	587	565	215	...	...	4,326	21 4 7	14 9 0	...	115	
187	...	...	...	...	9,571	33	...	4,638	565	3,043	...	...	17,850	44 1 8	23 10 2	19	157	
272	...	...	...	...	1,666	...	59	755	...	150	...	12	2,642	14 7 2	9 1 9	5	28	
...	...	...	...	...	422	...	...	860	...	460	...	358	2,100	84 0 0	16 14 1	...	18	
...	...	...	...	...	...	...	...	158	...	...	...	198	356	14 3 10	...	...	9	
272	...	...	...	...	2,088	...	59	1,773	...	610	...	568	5,098	21 14 4	8 15 5	5	55	
459	...	...	...	...	11,659	33	59	6,411	565	3,653	...	568	22,948	35 15 10	18 4 5	24	212	
185	...	...	...	...	6,575	670	754	4,699	..	...	...	...	12,698	55 15 3	28 15 6	16	58	
113	...	...	..	...	1,527	96	...	579	650	...	...	...	2,852	36 2 1	19 5 3	...	44	
456	...	...	...	...	5,223	...	...	396	...	...	...	...	5,619	20 7 10	19 1 2	...	137	
754	...	...	...	...	13,325	766	754	5,674	650	...	...	...	21,169	36 7 9	22 15 5	16	239	
108	...	...	...	...	759	...	...	384	...	...	...	790	1,933	29 5 2	11 8 2	...	21	
862	..	...	..	...	14,084	766	754	6,058	650	...	...	790	23,102	35 12 0	21 12 3	16	260	
34	...	...	...	...	1,564	541	...	989	...	...	...	...	3,094	48 3 4	24 5 7	...	42	
93	...	...	..	...	726	...	...	251	500	...	...	...	1,477	19 12 9	9 11 8	..	43	
127	...	...	...	...	2,290	541	...	1,240	500	...	...	...	4,571	32 14 11	16 7 10	...	85	
72	...	...	...	...	4,515	...	...	1,903	240	...	...	...	6,658	66 12 1	45 14 0	2	26	
61	...	...	...	...	622	...	...	345	1,200	...	...	...	2,167	48 0 1	13 12 6	...	17	
115	...	...	...	...	644	...	...	518	600	...	...	...	1,762	20 10 1	7 8 7	...	42	
248	...	...	...	...	5,781	...	...	2,766	2,040	...	..	...	10,587	46 3 8	45 9 11	2	85	

SUBSIDIARY FORM

District or State	Name or Class of Institutions	Number of Institutions	Number of Scholars on the Rolls on 31st March: In High Schools.	In Middle Schools.	Total	Average number on the Rolls during the year	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians.	Goanese and Native Christians	Hindus	Mahomedans.	Parsis	Others	Number of Scholars on the 31st March: English	Latin	Sanskrit	Persian	Arabic	Marathi.	Gujarati.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
	SOUTHERN DIVISION —*continued*																			
	ENGLISH SCHOOLS—*contd*																			
	Unaided																			
KOLHAPUR	Rajárám High School, Kolhápur	2	303		303	289	253 3	...	1	296	6	...		303	..	132	...		171	...
	Second Grade Anglo Vernacular Schools	6		139	139	124 7	101 3		1	133	5			139	.				139	
	Total Kolhápur State	8	303	139	442	413 7	354 6		2	429	11			442		132	...		310	..
MIRAJ	First Grade Anglo-Vernacular School, Miraj	1		147	147	132	112 8			145	2			147		80			67	
SANGLI	First Grade Anglo-Vernacular School, Sángli	1	.	121	121	89 5	77 9			121				121		38		..	83	
	Second Grade Anglo-Vernacular Schools	1		37	37	55 1	43 9	..		35	2			37		...	..		37	...
	Total Sangli State	2		158	158	144 6	121 8			156	2			158		38			120	
JAMKHANDI	First Grade Anglo Vernacular School, Jamkhandi	1		72	72					72			.	72					72	
MUDHOL	First Grade Anglo-Vernacular School, Mudhol	1	.	68	68	64 2	53 3			66	2			68	...	15	.		53	..
KURUNDVAD	Second Grade Anglo-Vernacular School, Kurundvád	1		22	22	20	16			22				22					22	..
RAMDURG	Second Grade Anglo-Vernacular School, Ramdurg	1		20	20	20	18 5			20				20	.				20	...
SAVANUR	Second Grade Anglo Vernacular School, Savanur	1		43	43	40	36			41	2			43	...	...	...			
LAKSHMESHWAR	Second Grade Anglo Vernacular School, Lakshmeshvar ...	1	...	13	13	13	11			13				13	...					...
	Total Native States' Schools	17	303	682	985	847 5	724	..	2	964	19		..	985		265			664	
	Total Government Schools	51	436	1,457	1,893	1681 98	1356 53	6	31	1,811	42	2	1	1,893	15	240		...	[illegible]	...
	Total Aided Schools	5	127	335	462	359 27	298 75	19	47	380	14	2	.	462	8	25			.	
	Total Unaided Schools	17	303	682	985	847 5	724	..	2	964	19		..	985		265			664	...
	Grand Total English Schools, Southern Div'n	73	866	2,474	3,340	2888 75	2379 28	25	80	3,155	75	4	1	3,340	23	530		...	[illegible]	

No. 2—*continued.*

learning					Expenditure.									Annual cost of educating each Scholar.		Numbers passed.		
Kanarese.	Portuguese.	Hebrew.	Hindustani.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	REMARKS.
8h	8i	8j	8k	8l	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	...	...	1,200	4,010	...	...	12,872	...	18,082	71 6 2	...	18	58	
...	...	...	...	...	...	...	...	344	...	...	828	...	1,172	11 9 2	...	...	52	
...	...	...	...	...	...	...	1,200	4,354	...	...	13,700	...	19,254	54 4 9	...	18	110	
...	...	...	...	...	...	...	...	411	...	...	3,942	...	4,353	29 9 10	...	1	46	
...	...	...	...	...	...	...	...	137	...	...	2,347	...	2,484	31 14 3	...	...	40	
...	...	...	...	...	...	649	...	63	...	...	237	...	949	21 9 11	...	...	10	
...	...	...	...	...	...	649	...	200	...	...	2,584	...	3,433	28 2 11	...	..	50	
...	...	...	...	...	...	1,687	...	38	...	..	..	...	1,725	...	...	...	15	
...	...	...	...	...	...	...	..	47	...	...	1,497	...	1,544	25 15 4	...	...	20	
...	..	...	...	...	...	...	..	30	...	...	340	...	370	23 2 0	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	578	...	578	31 3 1	...	..	...	
43	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14	
63	...	...	...	...	...	..	..	...	...	...	...	...	...	...	...	...	5	
56	...	...	...	...	...	2,336	1,200	5,080	...	...	22,641	...	31,257	43 2 9	...	19	260	
1,316	...	...	...	...	30,967	1,340	754	14,318	3,755	3,043	...	...	54,177	39 15 0	22 13 3	37	566	
380	...	...	...	..	2,847	...	59	2,157	...	610	...	1,358	7,031	29 8 5	9 8 5	5	76	
56	...	...	...	...	...	2,336	1,200	5,080	...	...	22,641	...	31,257	43 2 9	...	19	260	
1,752	...	...	...	...	33,814	3,676	2,013	21,555	3,755	3,653	22,641	1,358	92,465	38 13 9	14 3 4	80	902	

SUBSIDIARY

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	No. of Scholars on the 31st March. English.	Latin.	Sanskrit.	Persian.	Sindi.	Marátháí.	Gujaráti.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f	8g
	SIND DIVISION.																			
	ENGLISH SCHOOLS.																			
	Government.																			
KARA'CHI.	Karáchi Narayan Jaganath High School	2	139	175	314	292	258	4	3	186	33	86	2	314	1	...	138	76	22	69
	Tatta 1st Grade School ..	1	...	70	70	62	46	1	...	64	4	...	1	70	...	...	24	44	1	—
	2nd Grade Anglo-Vernacular Schools	2	..	95	95	95	63	..	...	42	53	...	...	95	...	...	...	95	...	...
	Total Government ...	5	139	340	479	449	367	5	3	292	90	86	3	479	1	...	162	215	23	69
	Aided.																			
	Karáchi Saint Patrick's School	2	8	177	185	177	126	57	112	2	10	3	1	185	19	...	...	17	...	...
	Karáchi Grammar School	2	23	101	124	121	95	124	...	..	...	...	...	124	20	...	...	...	...	—
	Karáchi Church Mission School	2	36	98	134	137	110	1	7	116	9	1	...	134	2	...	19	53	10	37
	Karáchi Virbaji School ..	1	...	30	30	25	23	...	...	...	...	30	...	30	...	...	...	...	...	30
	Manora European and Eurasian School ...	1	...	10	10	5	5	10	...	...	...	...	...	10	...	...	...	...	...	...
	Total Aided .	8	67	416	483	466	361	192	119	118	19	34	1	483	41	...	19	70	10	67
	Total for the District ...	13	206	756	962	915	729	197	122	410	109	120	4	962	42	...	181	285	33	136
HYDERABAD.	*Government.*																			
	Hyderabad High School .	2	197	111	308	311	256	...	...	290	14	3	1	308	...	...	190	118	...	...
	2nd Grade Anglo-Vernacular Schools	2	...	56	56	50	48	...	...	56	...	..	...	56	...	...	...	56	...	...
	Total Government ...	4	197	167	364	361	304	...	...	346	14	3	1	364	...	...	190	174	...	...
	Aided.																			
	Hyderabad Church Mission School	2	77	81	158	147	107	2	3	141	10	...	2	158	..	...	64	84	2	4
	Hyderabad Saint Joseph's School	1	...	20	20	19	16	10	10	..	...	...	...	20	...	...	...	...	...	...
	2nd Grade Anglo-Vernacular Schools	2	...	97	97	101	84	..	..	93	4	...	...	97	...	...	...	97	...	...
	Total Aided ..	5	77	198	275	267	207	12	13	234	14	...	2	275	...	...	64	181	2	4
	Unaided.																			
	2nd Grade Anglo-Vernacular School	1	...	26	26	18	21	...	...	26	...	..	...	26	...	...	...	26	...	...
	Total for the District ...	10	274	391	665	647	532	12	13	606	28	3	3	665	...	..	254	381	2	4
SHIKA'RPUR.	*Government.*																			
	Shikárpur High School...	2	104	141	245	162	194	...	...	217	28	...	...	245	...	...	102	141	...	...
	Sukkur 1st Grade School.	1	...	173	173	134	101	...	...	159	14	...	.	173	...	...	22	151	...	...
	2nd Grade Anglo-Vernacular Schools	2	...	160	160	172	123	...	...	137	23	...	..	160	...	...	...	160	...	...
	Total Government ...	5	104	474	578	468	419	...	...	513	65	..	...	578	...	...	124	452	...	...
	Aided.																			
	Sukkur European and Eurasian School ...	1	...	14	14	20	18	14	...	...	...	...	...	14	...	...	...	...	...	...
	Total for the District ...	6	104	488	592	488	437	14	...	513	65	...	...	592	...	...	124	452	...	...
THAR AND PA'RKAR.	*Government.*																			
	2nd Grade Anglo-Vernacular School ...	1	...	18	18	16	14	...	..	16	2	...	...	18	...	...	...	...	...	18

FORM No. 2—*continued.*

Learning					Expenditure.									Annual cost of educating each Scholar.		Number passed.		
Hindustani.	Portuguese.	Hebrew.	Kanarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	Remarks.
8h	8i	8j	8k	8l	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
					Rs.		Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs. a. p.	Rs. a. p.			
8	...	...	...	..	6,018	...	...	4,500	844	...	...	7	11,369	43 15 8	23 4 5	6	33	
...	...	...	...	...	829	...	...	202	934	...	...	...	1,965	42 5 7	17 13 10	...	14	
...	...	...	...	...	...	...	...	319	1,703	...	...	...	2,022	32 1 6	...	...	15	
8	...	...	...	...	6,847	...	...	5,021	3,481	...	...	7	15,356	41 11 10	18 9 9	6	62	
...	...	...	...	...	1,534	...	...	1,472	...	...	...	1,917	4,923	39 0 8	12 1 10	...	6	
3	...	...	...	...	1,464	...	...	2,315	...	1,407	...	1,076	6,262	65 7 8	15 5 0	2	...	72 boys and 52 girls.
13	...	...	...	...	1,236	...	...	727	...	890	...	1,238	4,091	37 2 11	11 3 9	...	5	
...	...	...	...	...	995	...	289	313	...	129	...	591	2,317	78 2 10	42 2 7	...	3	17 boys and 13 girls.
...	...	...	...	...	274	...	...	393	...	...	...	270	937	170 5 7	49 13 1	..	1	4 boys and 6 girls.
16	...	...	...	...	5,503	...	289	5,220	...	2,426	...	5,092	18,530	51 4 7	15 3 3	2	15	
24	...	...	...	...	12,350	...	289	10,241	3,481	2,426	...	5,099	33,886	46 7 6	16 14 11	8	77	
...	...	...	...	...	6,357	...	...	5,133	600	...	...	32	12,122	47 4 7	24 13 2	6	31	
...	...	...	...	...	...	...	...	201	1,378	...	...	...	1,579	32 14 4	...	...	8	
...	...	...	...	...	6,357	...	...	5,334	1,978	...	...	32	13,701	45 0 10	20 14 5	6	39	
1	...	...	...	...	1,649	...	50	746	...	274	...	...	2,719	25 6 6	15 6 6	1	11	
...	...	...	...	...	184	...	...	180	...	96	...	153	613	37 2 5	11 2 5	...	...	
...	...	...	...	...	608	...	..	386	...	15	...	1,024	2,033	24 3 3	7 3 8	...	...	14 boys and 6 girls.
1	...	...	...	...	2,441	...	50	1,312	...	385	...	1,177	5,365	25 13 3	11 12 2	1	11	
...	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	...	...	...	...	8,798	...	50	6,646	1,978	385	...	1,209	19,066	35 12 9	16 8 3	7	50	
...	..	...	...	...	1,723	...	...	2,674	2,856	...	...	43	7,296	37 9 5	8 12 7	1	17	
...	...	...	...	...	674	...	...	571	1,637	...	...	...	2,882	27 4 9	6 9 10	...	10	
...	...	...	...	...	...	...	...	722	1,545	...	...	...	2,267	18 6 10	...	...	11	
...	...	...	...	...	2,397	...	...	3,967	6,038	...	...	43	12,445	29 14 0	5 11 6	1	38	
...	...	...	...	...	101	...	...	489	...	..	...	385	975	54 2 8	5 9 9	...	...	12 boys and 2 girls.
...	...	...	...	..	2,498	...	...	4,456	6,038	...	...	428	13,420	30 11 4	5 11 5	1	38	
..	...	...	...	...	...	...	...	...	960	...	...	—	960	37 9 2	...	...	3	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the rolls on 31st March 1882. In High Schools.	In Middle Schools.	Total.	Average number on the rol during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Number of Scholars on the 31st March English.	Latin.	Sanskrit.	Persian.	Sindhi.	Portuguese.	Marathi.
1	2	3	4	4A	4B	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D	8E	8F	8G
	SIND—*continued.*																			
	ENGLISH SCHOOLS—*contd.*																			
	Government.																			
FRONTIER UPPER SIND.	2nd Grade Anglo-Vernacular School	1	..	22	22	24	17	..		20	2			22	...	...	..	22	...	...
	Total Government Schools	16	440	1,021	1,461	1,319	1,122	5	3	1,187	173	89	4	1,461	1	.	476	863		23
	Total Aided Schools ..	14	144	628	772	753	586	218	132	352	33	34	3	772	41	...	83	251	...	12
	Total Unaided Schools ...	1	..	26	26	18	21	..	...	26	...	...	...	26	..	...	..	26		...
	Grand Total English Schools, Sind	31	584	1,675	2,259	2090	1729	223	135	1,565	206	123	7	2,259	42	...	559	1,140	..	35
	ADEN.																			
	ENGLISH SCHOOLS.																			
	Government Aden English School	1		64	64	..	...	...	...	15	36	9	4	64	...	...	...	...	...	..
	Total Government Schools.	147	3,601	7,569	11,170	10,087	1729	14	78	9,140	500	1,379	59	11,170	208	1,810	1,305	863	1	2,748
	Total Aided Schools ..	78	1,549	5,625	7,174	6781	5743	1,848	1,651	2,208	272	1,074	121	7,174	718	200	317	251	49	1,163
	Total Unaided Schools .	56	904	2,908	3,812	3336	2799	1	4	3,485	137	184	1	3,812	30	682	84	26	...	971
	Grand Total English Schools	281	6,054	16,102	22,156	20,204	17,207	1,863	1,733	14,833	909	2 637	181	22,156	956	2,792	1,806	1,140	50	4,882

SUBSIDIARY FORM

Statistical Returns of Female High and Middle Schools

District or State	Name or Class of Institutions.	Number of Institutions	Number of Scholars on the rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Number of Scholars on the English.	Latin.	Marathi.
1	2	3	4	4A	4B	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C
	CENTRAL DIVISION.															
	ENGLISH SCHOOLS.															
	Aided.															
POONA.	Victoria Girls' High School, Poona . ..	2	20	55	75	76	53	56	6	2	..	10	1	75	3	18
	St. Mary's Girls' School, Poona . .	2	19	99	118	97	88	117	..	...	...	...	1	118	...	14
	Convent School, Poona	2	9	122	131	129	120	115	16	...	...	...	..	131	...	..
	St. Ann's School, Poona .	1	...	23	23	27	20	.	23	..	..	...	...	23	...	..
	Total for the District ..	7	48	299	347	329	281	288	45	2	...	10	2	347	3	32
RATNAGIRI.	*Aided.*															
	All Saints' Orphanage Girls' School, Dapoli .	1	...	3	3	3	3	..	3	..	...	..	..	3		3

No. 2—*concluded.*

learning					Expenditure.									Annual cost of educating each Scholar.		Number passed.		Remarks.
Gujarathi.	Kanarese.	Hebrew.	Hindustani.	French.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8H	8I	8J	8K	8L	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
...	...	..	...	...	1,143	...	...	...	...	...	...	...	1,143	67 10 4	67 10 4	...	1	
87	...	...	8	...	16,744	...	...	14,322	12,457	...	...	82	43,605	38 13 8	14 15 6	13	143	
71	...	...	17	...	8,045	...	339	7,021	...	2,811	...	6,654	24,870	42 6 1	13 11 4	3	26	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
158	...	...	25	...	24,789	...	339	21,343	12,457	2,811	...	6,736	68,475	39 9 4	14 5 3	16	169	
...	.	...	...	...	...	..	..	...	...	...	...	...	...	...	..	...	...	
1,338	1,317	10	91	1	1,45,474	3,026	7,757	48,146	34,254	3,777	..	82	3,42,516	39 8 5	16 12 7	150	1,125	
505	388	16	236	68	86,772	...	23,114	93,881	...	31,368	...	69,937	3,05,072	53 1 10	15 1 9	85	257	
...	56	...	...	...	...	5,813	2,305	8,274	...	2,811	86,026	12,319	1,17,548	41 15 9	...	39	380	
1,833	1 761	26	327	69	2,32,246	8,839	33,176	2,50,301	34,254	37,956	86,026	82,338	7,65,136	44 7 5	13 7 11	283	1,762	

No. 3.

(*English*) *for the official year* 1881-82.

31st March learning		Expenditure.						Annual Cost of educating each Scholar.		Number passed.		Remarks.
Gujarati.	French.	Provincial Revenues.	Endowments.	Fees.	Subscriptions.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8D	8E	9A	9B	9C	9D	9E	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
5	1	1,264	...	1,991	1,880	345	5,480	103 6 4	23 13 7	1	2	63 girls and 12 boys.
...	6	1,961	..	3,780	...	227	5,968	67 13 1	22 4 7	3	1	
...	...	2,321	...	1,679	1,831	4,840	10,671	88 14 10	19 5 6	...	2	
...	...	1,710	...	98	100	402	2,310	115 8 0	85 8 0	...	...	
5	7	7,256	...	7,548	3.811	5,814	24,429	86 15 0	25 13 2	4	5	
.	...	41	...	...	5	29	75	25 0 0	13 10 8	...	...	

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District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. In High Schools.	In Middle Schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Number of Scholars on the 31st March. English.	Latin.	Marátha.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C
	CENTRAL DIVISION—*—continued.*															
	ENGLISH SCHOOLS.															
	Aided.															
THA'NA.	St. Joseph's Female Orphanage, Bándra ...	1	...	223	223	219	179	73	142	2	...	6	...	223	...	...
	Aided.															
ISLAND OF BOMBAY.	Convent School, Fort ...	2	11	67	78	67	56	62	11	...	.	5	..	78	...	...
	Ditto Mázgaon...	2	13	48	61	65	60	50	10	...	...	...	1	61	...	...
	Adarji Cawasji Anglo-Vernacular School for girls, Dhobitaláv	1	...	38	38	34	30	...	...	...	...	38	...	38	...	...
	Sir Cowasji Jahangirji Readymoney's Girls' School, Khetwadi .	1	...	40	40	30	24	..	...	...	2	38	...	40	...	...
	Frere Fletcher School, Esplanade	1	...	45	45	43	34	16	...	2	...	20	7	45	...	...
	Ch. Missionary Society's European and Eurasian Girls' School, Girgaon ..	1	...	72	72	58	43	51	15	6	...	...	...	72	...	14
	Mrs. Thomas' European and Eurasian School, Khetwadi	1	...	23	23	30	21	12	5	...	...	6	...	23	...	1
	St. Joseph's Girls' School, Cavel	1	...	106	106	106	82	5	99	...	...	2	...	106	...	...
	St. Peter's Girls' School, Mázgaon	1	...	80	80	80	61	80	..	...	...	...	...	80	...	...
	Indo-British Institution Girls' School	1	...	61	61	55	46	57	4	...	...	...	...	61	...	8
	Maria Christiana Viegas Girls' School, Lower Málim	1	...	48	48	66	47	1	46	...	...	1	...	48	...	..
	Alexandra Native Girls' School	1	.	29	29	33	26	...	...	2	...	27	...	29	...	...
	Education Society's Girls' School	1	...	169	169	161	123	169	...	...	...	...	...	169	..	...
	Total for the District ...	15	24	826	850	828	653	503	190	10	2	137	8	850	...	23
	Grand Total Aided English Schools, Central Division.	24	72	1,351	1,423	1,370	1,116	864	380	14	2	153	10	1,423	3	58
	SOUTHERN DIVISION															
	ENGLISH SCHOOLS.															
	Aided.															
BELGAUM.	Convent School, Belgaum.	1	...	11	11	12	10	4	7	...	...	...	...	11	..	...
DHA'RWA'R.	European and Eurasian Girls' School, Dhárwár.	1	...	18	18	21	18	18	...	...	...	...	...	18	...	...
	Grand Total, Aided English Schools, Southern Division	2	...	29	29	33	28	22	7	...	...	...	...	29	..	...
	SIND.															
	ENGLISH SCHOOLS.															
	Aided.															
KARA'CHI.	Convent School	2	6	123	129	124	101	75	53	...	...	1	...	129	...	...
	Grand Total Aided English Schools ...	28	78	1,503	1,581	1,536	1,245	961	440	14	2	154	10	1,581	3	58

No. 3—*continued.*

March learning		Expenditure.						Annual cost of educating each Scholar.		Number passed.		
Gujarati.	French.	Provincial Revenues.	Endowments.	Fees.	Subscriptions.	Other sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Burmesian Standard V. and Anglo-Vernacular Standard III.)	Remarks.
8D	8E	9A	9B	9C	9D	9E	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	3,718	...	1,078	...	7,279	12,075	67 7 4	20 12 4	...	...	221 girls and 2 boys.
...	13	449	...	2,100	...	2,233	4,782	85 6 3	8 0 3	...	...	73 girls and 5 boys.
...	13	1,257	...	2,280	...	549	4,086	68 1 7	20 15 2	...	1	
38	...	352	...	111	...	.....	463	15 6 11	11 11 9	...	...	
40	...	133	...	267	168	31	599	24 15 4	5 8 8	...	...	
...	3	9,000	...	2,087	...	652	11,739	345 4 3	264 11 4	...	...	32 girls and 13 boys.
...	3	.....	...	1,100	3,773	.....	4,873	113 5 3	...	...	...	
...	...	710	...	86	...	.....	796	37 14 6	33 12 11	...	...	Girls. 14 Boys. 9
...	...	1,865	...	631	...	.....	2,496	30 6 11	22 11 11	...	2	104 2
...	16	1,004	200	4,269	1,267	1,538	8,278	135 11 3	16 7 4	...	5	
...	...	934	152	3,051	2,860	.....	6,997	152 1 10	20 4 10	...	3	
...	...	880	...	373	157	.....	1,410	30 0 0	18 11 7	...	...	
...	...	.....	...	748	1,350	1,102	3,200	123 1 7	...	...	...	
...	...	2,600	5,709	6,788	1,464	14,965	31,526	256 4 11	21 2 3	...	...	
78	48	19,184	6,061	32,517	11,039	21,070	81,245	124 6 8	29 6 1	...	11	
83	55	30,199	6,061	32,517	14,855	34,192	1,17,824	105 9 3	27 1 0	...	11	
...	...	171	...	115	...	.....	286	28 9 7	17 1 7	...	2	
...	...	298	...	610	146	103	1,157	64 4 5	16 8 10	...	14	
...	...	469	...	725	146	103	1,443	50 10 1	16 7 3	...	16	
...	6	1,327	..	920	...	1,464	3,711	36 11 10	13 2 3	...	6	
83	61	31,995	6,061	34,162	15,001	35.759	1,22,978	98 11 9	25 9 7	4	33	

SUBSIDIARY FORM

Statistical Returns of Primary Schools (Vernacular)

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. European and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	No. of Scholars on the 31st March. Marátthi.	Gujarátti.	Hindustani.	Kánarese.	Sindi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	CENTRAL DIVISION.																	
Poona.	Government	233	9,669	2,804	12,473	12,061	9,399	1	8	11,632	751	3	78	12,202	28	243	...	...
	Aided... By results ...	7	66	262	328	316	229	1	54	247	14	...	12	328	...	...	...	...
	Aided... Indigenous ...	17	933	260	1,193	1,171	970	...	...	1,158	35	...	...	1,193	...	...	...	...
	Unaided—Bhore	12	147	161	308	348	230	...	...	305	3	...	...	308	...	...	...	...
	Government Police Schools	1	11	35	46	37	33	...	...	42	4	...	...	46	...	...	...	...
	Government Jail Schools.	2	30	50	80	85	80	...	1	54	13	...	12	80	...	...	...	...
	Government Night School.	1	...	30	30	28	20	...	...	15	15	...	...	30	...	..	...	...
	Grand Total Day and Night Schools ...	273	10,856	3,602	14,458	14,046	10,961	2	63	13,453	835	3	102	14,187	28	243	...	...
Sholá'pur.	Government	164	4,859	1,864	6,723	6,742	5,124	...	2	6,321	386	14	...	6,693	7	23	...	...
	Aided ... By results ..	2	6	42	48	50	38	...	31	15	2	...	..	48	...	...	...	...
	Aided ... Indigenous..	2	24	48	72	98	63	...	...	67	5	...	...	72	...	...	...	...
	Unaided . Akalkote ...	18	432	269	701	777	599	...	...	596	105	...	...	617	...	54	30	...
	Unaided . Modnimb ..	8	229	20	249	236	175	...	...	240	9	...	...	249	...	...	...	...
	Unaided . Miráj (Junior)	2	26	23	49	27	20	...	...	46	3	...	...	49	...	...	...	...
	Unaided . Kurundvád .	2	48	9	57	50	43	...	...	48	9	...	...	57	...	...	...	...
	Government Jail School..	1	...	9	9	10	10	...	...	7	2	...	...	9	...	...	...	...
	Government Night School.	1	...	35	35	31	32	...	...	28	7	...	...	35	...	...	...	...
	Grand Total Day and Night Schools	200	5,624	2,319	7,943	8,021	6,104	...	33	7,368	528	14	..	7,829	7	77	30	...
Sa'ta'ra.	Government	219	10,124	2,247	12,371	12,224	9,559	...	6	11,596	762	7	...	12,088	...	283	..	...
	Aided ... Indigenous ..	5	250	78	328	378	230	...	...	292	36	...	...	328	...	...	...	...
	Unaided . Bhor ...	7	156	84	240	250	153	...	...	237	3	...	...	230	...	...	...	...
	Unaided . Phaltan ...	15	518	136	654	649	528	...	...	618	36	...	...	654	...	...	...	...
	Unaided . Aundh ...	18	671	26	697	663	511	...	...	677	20	...	...	683	...	...	5	...
	Unaided . Jath	13	548	51	599	574	445	...	..	553	46	..	..	574	...	25	...	...
	Government Police School	1	10	130	140	107	61	...	1	99	40	...	...	140	...	...	...	...
	Government Night Schools	4	...	178	178	176	122	...	...	164	14	...	...	178	...	...	..	...
	Grand Total Day and Night Schools	282	12,277	2,930	15,207	15,021	11,609	...	7	14,236	957	7	...	14,875	...	308	5	...
Ratna'giri.	Government	122	9,422	713	10,135	9,496	7,224	...	21	9,651	463	...	...	10,038	..	97	...	...
	Aided ... By results .	1	8	30	38	40	26	...	13	25	...	...	.	38	...	...	...	...
	Aided ... Indigenous...	6	129	135	264	242	189	...	5	259	...	...	...	264	...	...	...	...
	Unaided—Sávantvádi ..	44	1,858	539	2,397	2,176	1,629	..	46	2,120	231	...	...	2,314	...	38	...	...
	Government Police School	1	...	73	73	156	104	...	...	64	9	...	...	73	..	.	...	...
	Government Jail School .	1	...	44	44	44	41	..	...	41	3	...	..	16	...	...	...	...
	Grand Total Day Schools.	175	11,417	1,534	12,951	12,154	9,213	..	85	12,160	706	...	...	12,743	...	180	..	...
Tha'na.	Government	167	7,071	1,993	9,064	8,825	6,644	...	516	7,100	1,045	301	102	7,442	743	675	...	...
	Aided—By results ...	1	5	81	86	72	58	...	86	...	...	...	...	...	...	..	...	...
	Unaided—Jawhár State .	6	28	259	287	266	184	...	...	172	35	...	80	287	...	...	...	...
	Government Jail School .	2	...	30	30	31	31	...	1	29	...	...	...	30	...	...	...	...
	Government Night School	1	10	53	63	59	26	...	...	53	4	2	4	63	...	...	...	...
	Grand Total Day and Night Schools...	177	7,114	2,416	9,530	9,253	6,943	...	603	7,354	1,084	303	186	7,822	743	675	...	...
Kola'ba.	Government	75	4,283	440	4,723	4,536	3,414	..	6	4,287	342	...	88	4,490	...	233	...	...
	Unaided—Bhor	5	30	138	168	199	127	...	...	163	5	...	...	168	...	...	...	...
	Government Police School	1	...	40	40	25	15	...	...	40	...	...	...	40	...	...	...	...
	Government Night School	76	4,283	480	4,763	4,561	3,429	...	6	4,327	342	...	88	4,530	...	233	...	...
	Unaided do. ...	5	30	138	168	199	127	...	...	163	5	..	..	168	...	...	...	...
	Grand Total Day and Night Schools	81	4,313	618	4,931	4,760	3,556	...	6	4,490	347	...	88	4,698	...	233	...	...

No. 4.

for Boys for the official year 1881-82.

learning				Expenditure									Annual cost of educating each Scholar		Number passed		
Portuguese	Hebrew	Sanskrit	Hindustani	Provincial Revenues.	Local Rates or Cesses	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV)	Lower Primary School Examination (Vernacular Standard II.)	REMARKS
8f	8g	8h	8i	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
				Rs	Rs.	Rs.	Rs.	Rs	Rs	Rs.	Rs.	Rs.	Rs. a. p	Rs a. p			
				14,305	23,289		11,065	1,304		.	50	50,013	5 5 2	1 8 4	235	793	
				230			216		2,611		720	3,777	16 7 11	1 0 1		12	7 girls
								.	...		..	..	.	. .	4	9	
				. .	1,506					.		1,506	6 8 9	.		16	
							27	.				27	0 13 1		...	1	
				324			...					324	4 0 10	4 0 10	4	9	
...				68			19					87	4 5 7	3 6 5		4	
...	.	.	.	14,927	24,795		11,327	1,304	2,611		770	55,734	5 1 4	1 5 9	243	844	
				9,620	14,870		4,584	3,267				32,341	6 5 0	1 14 0	114	479	
.				15					354			369	9 11 4	0 6 4		.	12 girls.
		...											.			3	
. .		...					293	.		3,700	..	3,993	6 10 8		2	12	
...						1,440	20					1,460	8 5 6		7	9	28 do
		...								270		270	13 8 0			2	
.		...					41			308		349	8 1 10		.	.	
...			.												...		
...		.		83	.			..			...	83	2 9 6	2 9 6			
				9,718	14,870	1,440	4,938	3,267	354	4,278		38,865	6 5 10	1 9 6	123	505	
. .		.		15,177	30,576		9,076	554			1	55,384	5 12 8	1 9 5	360	986	
. .					..									..		27	
...		10	—		1,030	..						1,030	6 11 9				
		..			1,979		130				...	2,109	3 15 11		36	101	
.		9	...		2,735		..					2,735	5 5 8				
										3,056		3,056	6 13 11				74 girls.
											74	74	1 3 5		...		
..	.	.		328								328	2 11 0	2 11 0		13	
		19		15,505	36,320		9,206	554		3,056	75	64,716	5 9 2	1 5 4	396	1,127	
	...			17,625	10,739		5,504	188	139			34,195	4 11 9	2 7 0	339	726	171 girls.
				37							95	132	5 1 3	1 6 9		5	
											,			..		25	
		...			7,977		1,453		199		1	9,630	5 14 7		42	132	
	. .			180			55					235	2 4 2	1 11 8		...	
..	.											.				.	
				17,842	18,716		7,012	188	338		96	44,192	4 11 0	1 14 11	381	888	
204				16,761	18,606		6,154	16	242		489	42,268	6 5 9	2 8 4	165	595	
86			...			16	71		120		70	277	4 12 5			7	
...	...	...						...	.	1,565		1,565	8 8 1				
					..						..						
				197							.	197	7 9 2	7 9 2	4	2	
290		...	.	16,958	18,606	16	6,225	16	362	1,565	559	44,307	6 6 1	2 7 1	169	604	
.				7,648	11,158		2,827	123	264			22,020	6 7 2	2 3 10	118	297	
					1,000							1,000	7 14 0		5	9	
	...								..		3	3	0 3 2				
		..		7,648	11,158	...	2,827	123	264		3	22,023	6 6 9	2 3 8	118	297	
					1,000		.				...	1,000	7 14 0		5	9	
				7,648	12,158		2,827	123	264		6	23,023	6 7 7	2 2 5	123	306	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	No. of Scholars on the 31st Marátthi.	Gujaráti.	Hindustáni.	Kánarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
Island of Bombay.	CENTRAL DIVISION—*continued.*																
	Government...	36	3,114	935	4,049	3,944	3,259	...	17	3,351	245	423	13	2,100	1,872	77	...
	Aided. By results ...	12	497	1,057	1,554	1,499	1,253	...	12	218	314	875	135	366	881	308	...
	Aided. Indigenous ...	6	175	384	559	547	444	..	..	556	3	..	...	559	...	...	...
	Unaided	3	104	198	302	238	216	...	...	130	33	139	...	56	246	...	...
	Aided Night Schools ...	2	49	126	175	133	91	...	12	155	6	2	...	175	...	...	...
	Unaided ditto ..	1	...	32	32	30	15	...	...	23	...	9	...	...	32	...	...
	Grand Total Day and Night Schools	60	3,939	2,732	6,671	6,391	5,278	...	41	4,433	601	1,448	148	3,255	3,031	385	...
Abstract of Totals for the Central Division.	*Day Schools.*																
	Government...	1,016	48,542	10,996	59,538	57,828	44,623	1	576	53,938	3,994	748	281	55,053	2,650	1,631	...
	Aided	59	2,093	2,377	4,470	4,413	3,500	1	201	2,837	409	875	147	3,195	881	308	...
	Unaided	153	4,795	1,913	6,708	6,453	4,860	...	46	5,905	538	139	80	6,246	246	162	35
	Government Police Schools in Division	4	21	278	299	325	213	...	1	245	53	...	...	299	...	...	...
	Government Jail Schools in Division	6	30	133	163	170	162	...	2	131	18	...	12	163	...	...	...
	Night Schools.																
	Government...	7	10	296	306	294	190	...	...	260	40	2	4	306	...	...	...
	Aided	2	49	126	175	133	91	...	12	155	6	2	...	175	...	...	...
	Unaided	1	...	32	32	30	15	...	...	23	...	9	...	...	32	...	...
	Total ...	10	59	454	513	457	296	...	12	438	46	13	4	481	32	...	...
	Total Government Schools.	1,026	48,593	11,407	60,000	58,323	44,998	1	579	54,314	4,065	748	293	55,515	2,650	1,631	...
	Total Aided Schools ...	59	2,093	2,377	4,470	4,413	3,500	1	201	2,837	409	875	147	3,195	881	308	...
	Total Unaided Schools ...	153	4,795	1,913	6,708	6,453	4,860	...	46	5,905	538	139	80	6,246	246	162	35
	Grand Total Night Schools.	10	59	454	513	457	296	...	12	438	46	13	4	481	32	...	...
	Grand Total Day and Night Schools, Central Division.	1,248	55,540	16,151	71,691	69,646	53,654	2	838	63,494	5,058	1,775	524	65,437	3,809	2,101	35
	NORTH-EAST DIVISION.																
Khándesh.	*Day Schools.*																
	Government	313	4,418	15,014	19,432	19,025·2	14,112	...	4	17,372	1,929	5	122	18,400	62	970	...
	Aided—Indigenous ..	1	16	49	65	67·5	49·7	...	...	63	2	...	...	65	...	...	...
	Total for the District ...	314	4,434	15,063	19,497	19,092·7	14,161·7	...	4	17,435	1,931	5	122	18,465	62	970	...
Ahmednagar.	Government...	217	2,440	9,216	11,656	11,121·8	8,366·8	...	6	10,422	1,123	5	100	11,410	...	246	...
	Aided- Indigenous ...	9	7	230	237	212·1	165·8	...	16	195	19	7	...	237	...	...	...
	Total for the District ..	226	2,447	9,446	11,893	11,333·9	8,532·6	...	22	10,617	1,142	12	100	11,647	...	246	...
Násik.	Government	224	2,785	8,797	11,582	11,186·2	8,585·4	...	5	10,165	1,110	2	300	11,077	..	505	...
	Aided ... By results ...	2	59	85	144	141	107	...	55	77	12	...	...	144	...	...	...
	Aided ... Sanskrit Path Shála, Násik...	1	73	...	73	70	58	...	..	73	...	...	...	...	...	...	...
	Total for the District ...	227	2,917	8,882	11,799	11,397·2	8,750·4	...	60	10,315	1,122	2	300	11,221	...	505	...
	Total Government Schools...	754	9,643	33,027	42,670	41,333·2	31,064·2	...	15	37,959	4,162	12	522	40,887	62	1,721	...
	Total Aided Schools ...	13	155	364	519	490·6	380·5	...	71	408	33	7	...	446	...	...	...
	Government Police Schools in the Division	3	30	85	115	136·8	109·6	...	1	55	19	...	40	115	...	...	...
	Grand Total Day Schools...	770	9,828	33,476	43,304	41,960·6	31,554·3	...	87	38,422	4,214	19	562	41,448	62	1,721	...
	Night Schools.																
Khándesh.	Government...	14	5	408	413	418	296·7	...	1	273	139	...	...	291	...	122	...

No. 4—*continued.*

March learning.			Expenditure.									Annual Cost of educating each Scholar.		Number passed.		Remarks.
Sindi.	Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8e	8f	8g	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	5,426	...	...	15,135	16,653	...	...	...	37,214	11 6 8	1 10 8	171	404	
...	...	..	5,059	...	3,118	2,061	...	2,099	...	1,847	14,184	11 5 1	4 0 7	7	28	115 girls.
...	..	...	..	...	...	..	...	...	..	...	...	...	...	18	22	
...	...	...	...	...	...	156	...	1,047	...	...	1,203	5 9 1	...	...	17	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	10,485	...	3,118	17,352	16,653	3,146	...	1,847	52,601	9 15 5	1 15 9	196	471	
...	204	...	86,562	1,09,238	...	54,345	22,105	645	...	540	2,73,435	6 2 1	1 15 1	1,502	4,280	
...	86	..	5,341	...	3,134	2,348	...	5,184	...	2,732	18,739	5 5 7	1 8 5	29	138	
...	..	19	...	16,227	1,440	2,093	...	1,246	8,899	1	29,906	6 2 5	...	92	298	
...	...	...	180	...	...	82	...	...	...	77	339	1 9 5	0 13 6	...	1	
...	...	...	324	...	...	...	...	...	...	..	324	2 0 0	2 0 0	4	9	
...	...	...	676	...	...	19	...	...	...	...	695	3 10 6	3 8 11	4	19	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	676	...	...	19	...	...	...	...	695	2 5 6	2 4 6	4	19	
...	204	...	87,066	1,09,238	...	54,427	22,105	645	...	617	2,74,098	6 1 6	1 11 5	1,506	4,290	171 girls.
...	86	...	5,341	...	3,134	2,348	...	5,184	...	2,732	18,739	5 5 7	1 8 5	29	138	134 do.
...	...	19	...	16,227	1,440	2,093	...	1,246	8,899	1	29,906	6 2 5	...	92	298	102 do.
...	...	...	676	...	...	19	...	...	...	...	695	2 5 6	2 4 6	4	19	
...	290	19	93,083	1,25,465	4,574	58,887	22,105	7,075	8,899	3,350	3,23,438	6 0 5	1 11 3	1,631	4,745	407 girls.
...	...	...	17,374	54,610	...	12,040	1,210	...	...	...	85,231	6 0 6	1 3 10	292	1,048	Upper Division. Girls .. 10, Boys ..4,408 = 4,418; Lower Division. Girls .. 136, Boys ..14,878 = 15,014
...	...	...	...	15	...	...	...	...	...	...	15	0 4 9	...	..	4	
...	...	...	17,374	54,625	...	12,040	1,210	...	...	...	85,249	6 0 4	1 3 7	292	1,052	
...	...	...	15,606	20,903	...	7,519	600	...	...	...	44,628	5 5 4	1 13 10	122	519	Upper Division. Boys ..9,216; Lower Division. Girls ..11,251, 405 = 11,656
...	...	...	...	70	...	...	...	...	...	490	560	3 15 8	...	...	...	Upper Division. Boys ..; Lower Division. Boys .. 220, Girls .. 10 = 230
...	...	...	15,606	20,973	...	7,519	600	...	...	490	45,188	5 4 8	1 13 3	122	519	
...	...	...	16,239	24,163	...	7,433	100	..	...	...	47,935	5 9 3	1 14 3	251	659	Upper Division. Girls .. ; Lower Division. Girls .. 212
...	...	...	323	79	...	157	...	...	...	853	1,412	13 3 1	3 0 3	2	7	Boys ..2,783; Boys .. 8,585
...	...	...	100	...	20	...	100	40	...	40	300	5 2 9	1 11 7	...	...	2,785; 8,797
...	...	...	16,662	24,242	20	7,590	200	40	...	893	49,647	5 10 9	1 14 6	253	666	
...	...	...	49,219	99,676	...	26,992	1,910	...	...	...	1,77,797	5 11 6	1 4 8	665	2,226	
...	...	...	423	164	20	157	100	40	...	1,383	2,287	6 2 6	1 0 0	2	7	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	
...	...	...	49,642	99,840	20	27,149	2,010	40	...	1,383	1,80,084	5 11 3	1 9 1	667	2,241	
...	...	...	...	192	...	...	—	...	...	...	192	0 10 4	...	...	4	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	No. of Scholars on the 31st Marátha.	Gujarati.	Hindustani.	Kánarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	NORTH-EAST DIVISION —*continued.*																
	Night Schools.																
Ahmed-nagar.	Government	5	...	227	227	231	149·4	...	...	169	58	...	...	176	...	51	...
Nasik.	Government...	15	...	481	481	481·4	328·4	...	...	372	104	...	5	416	...	65	...
	Total Government Night Schools	34	5	1,116	1,121	1,130·4	774·5	...	1	814	301	...	5	883	...	238	...
	Grand Total Day and Night Schools, North-East Division	804	9,833	34,592	44,425	43,091·1	32,328·8	...	88	39,236	4,515	19	567	42,331	62	1,959	...
	NORTHERN DIVISION.																
	Day Schools.																
Ahmedabad.	Government...	157	4,513	7,750	12,263	11,403·0	8,531·0	..	32	10,589	1,578	38	26	...	12,263	...	...
	Aided ... By results ...	4	124	287	411	323·7	226·7	...	19	311	75	6	...	...	411	...	...
	Aided ... Indigenous ...	1	...	85	85	80·0	75·0	...	...	78	7	...	...	...	85	...	...
	Unaided	2	..	22	22	28·0	18·0	...	...	21	1	...	...	...	22	...	...
	Camp Deesa...	1	28	29	57	65·8	47·0	...	...	37	11	9	...	...	57	...	...
		165	4,665	8,173	12,838	11,900·5	8,897·7	...	51	11,036	1,672	53	26	...	12,838	...	...
	Government Police School...	2	...	102	102	71·0	40·0	...	..	55	47	...	...	...	102	...	...
	Night School.																
	Government...	1	...	29	29	28·0	19·0	...	...	14	15	...	...	...	29	...	...
	Day Schools.																
Kaira.	Government...	175	5,025	10,751	15,776	13,865·0	10,411·0	...	6	13,979	1,782	9	...	...	15,776	...	...
	Aided by results	1	9	39	48	48·0	35·0	..	48	...	...	...	...	...	48	...	...
	Total ...	176	5,034	10,790	15,824	13,913·0	10,446·0	...	54	13,979	1,782	9	...	...	15,824	...	...
	Government Police School...	1	...	119	119	40·0	22·0	...	...	72	47	...	...	...	119	...	...
	Government Jail School ...	1	1	5	6	7·0	7·0	...	...	6	...	...	...	...	6	...	...
	Total ...	2	1	124	125	47·0	29·0	...	...	78	47	...	...	...	125	...	...
	Night School.																
	Government...	11	18	187	205	181·0	112·0	...	...	161	44	...	...	...	205	...	...
	Day Schools.																
Panch Maha'ls.	Government...	51	812	2,789	3,601	3,230·5	2,285·1	...	...	3,099	467	5	30	...	3,601	...	...
	Camp Baroda	1	67	45	112	108·3	77·3	...	...	86	7	19	...	...	112	...	...
	Total ..	52	879	2,834	3,713	3,338·8	2,362·4	...	...	3,185	474	24	30	...	3,713	...	...
	Night Schools.																
	Government...	3	4	40	44	41·9	23·2	...	...	40	4	...	...	...	44	...	...

No. 4—*continued.*

March learning			Expenditure.									Annual Cost of educating each Scholar.		Number passed.		Remarks.
Sindi.	Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8e	8f	8g	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	46	...	...	...	...	...	...	46	0 4 11	...	...	8	
...	...	...	...	304	...	...	...	...	...	...	304	0 14 9	...	...	8	
...	...	...	...	542	...	...	...	...	...	...	542	0 11 2	...	...	20	
...	...	...	49,642	1,00,382	·20	27,149	2,010	40	...	1,383	1,80,626	5 9 4	1 8 6	667	2,261	
...	...	...	14,194	25,888	...	8,303	965	700	...	...	50,050	5 13 10	1 10 7	419	1,052	
...	...	..	466	...	...	118	...	...	..	1,131	1,715	6 6 11	1 11 11	6	17	
...	...	...	...	50	...	...	...	...	..	...	50	0 10 8	...	...	13	
...	...	...	...	...	...	18	...	...	215	...	233	12 15 1	...	...	...	
...	..	...	276	...	...	47	...	...	...	...	323	6 13 11	5 13 11	2	9	
...	...	...	14,936	25,938	...	8,486	965	700	215	1,131	52,371	5 14 2	1 10 10	427	1,091	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	29	...	...	...	...	...	...	29	1 8 5	...	...	...	
...	...	...	9,327	40,560	...	8,208	...	...	...	...	58,095	5 9 3	0 14 4	502	1,099	
...	...	...	...	...	...	...	...	...	...	234	234	6 11 0	..	...	1	
...	...	...	9,327	40,560	...	8,208	...	...	...	234	58,329	5 9 4	0 14 3	502	1,100	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	..	...	...	..	...	...	...	...	...	...	...	...	..	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	549	...	58	...	...	...	...	607	5 6 9	...	...	9	
...	...	...	8,619	3,188	...	1,390	300	300	...	...	13,797	6 0 7	3 12 4	55	187	
...	...	...	581	...	...	153	...	...	...	...	734	9 7 11	7 9 1	3	5	
...	...	...	9,200	3,188	..	1,543	300	300	...	...	14,531	6 2 6	3 14 3	58	192	
...	...	...	...	28	...	3	...	...	...	...	31	1 5 5	...	...	2	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	Number of Scholars on the Marathi.	Gujarati.	Hindustani.	Kánarese.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D
	NORTHERN DIVISION—*continued.*																
	DAY SCHOOLS.																
BROACH.	Government	193	2,463	9,695	12,158	11,512·0	7,467·0	...	...	8,758	3,259	124	17	...	12,158	...	...
	Aided... Sir Jamsedji J....	1	29	44	73	66·0	52·0	...	...	...	...	73	...	...	73	...	...
	Aided... Indigenous ...	1	...	84	84	80·0	51·0	...	...	84	...	...	...	...	84	...	...
	Total ...	195	2,492	9,823	12,315	11,658·0	7,570·0	...	...	8,842	3,259	197	17	...	12,315	...	...
	NIGHT SCHOOL.																
	Government...	9	15	168	183	131·0	80·0	...	...	66	117	..	...	...	183	...	...
	DAY SCHOOLS.																
SURAT.	Government...	250	4,519	11,911	16,430	15,100·1	10,797·4	...	1	13,202	1,448	663	1,116	...	16,430	...	...
	Aided... By results ...	4	58	287	345	318·0	211·0	...	6	277	37	25	...	...	345	...	...
	Aided... Indigenous ...	1	8	43	51	55·0	44·0	...	...	48	2	1	...	...	51	...	...
	Aided... Sir Jamsedji ...	6	163	307	470	458·0	360·0	...	...	...	...	470	...	...	470	...	...
	Unaided	2	50	92	142	133·6	107·1	...	..	20	8	114	...	...	142	...	...
	Total ...	263	4,798	12,640	17,438	16,064·7	11,519·5	...	7	13,547	1,495	1,273	1,116	...	17,438	...	...
	Government Police School .	1	4	102	106	106·0	22·0	...	...	88	18	...	...	...	106	...	...
	Do. Jail School ...	1	...	4	4	4·0	4·0	...	...	4	...	...	...	...	4	...	...
	Total ..	2	4	106	110	110·0	26·0	...	...	92	18	...	...	...	110	...	...
	NIGHT SCHOOL.																
	Government...	3	14	76	90	80·0	61·0	...	...	57	28	...	5	..	90	...	...
	DAY SCHOOLS.																
KA'THIA'WA'R.	Unaided . Fund	451	10,203	20,071	30,274	29,216·1	22,850·4	1	...	24,808	5,447	17	1	.	30,274	...	...
	Unaided . Private ...	89	530	1,687	2,217	2,152·9	1,636·1	...	...	1,838	368	11	...	...	2,217	...	...
	VERNACULAR DEPARTMENT OF THE 2ND GRADE.																
	Unaided—Fund	2	163	46	209	176·0	136·0	1	...	178	28	2	...	...	209	...	...
	Total ...	542	10,896	21,804	32,700	31,545	24,622·5	2	...	26,824	5,843	30	1	...	32,700	...	...
	NIGHT SCHOOLS.																
	Unaided . Fund	4	15	47	62	66·2	37·1	...	...	54	8	...	...	...	62	...	...
	Unaided . Private ...	14	21	195	216	256·8	155·9	...	...	162	54	...	...	...	216	...	...
	Total ...	18	36	242	278	323·0	193·0	...	...	216	62	...	...	...	278	...	...
	DAY SCHOOL.																
CUTCH.	Unaided	68	703	3,842	4,545	4,217·6	3,113·0	...	...	3,687	854	2	2	...	4,545	...	...
	NIGHT SCHOOL.																
	Unaided	7	21	102	123	98·2	71·5	..	...	79	44	...	..	...	123	...	...
SURAT AGENCY.	Unaided	22	245	926	1,171	1,066·4	782·2	...	2	754	124	18	273	...	1,171	...	...
	Do. Vernacular Department of the 2nd Grade .	1	46	65	111	109·7	62·5	...	...	92	17	2	...	...	111	...	...
	Total ...	23	291	991	1,282	1,176·1	844·7	...	2	846	141	20	273	...	1,282	...	...
	DAY SCHOOLS.																
REWA KA'NTHA.	Unaided	67	944	3,053	3,997	3,611·3	2,591·1	...	...	3,496	328	5	168	...	3,997	...	...
	Vernacular Department of the 2nd Grade	1	177	256	433	390·3	275·3	...	...	382	47	...	4	...	433	..	...
	Total ...	68	1,121	3,309	4,430	4,001·6	2,866·4	...	...	3,878	375	5	172	...	4,430	...	...
	NIGHT SCHOOL.																
	Unaided	..	...	...	...	24·5	7·0	...	...	...	...	...	...	...	..	...	...

No. 4—*continued.*

31st March learning			Expenditure									Annual Cost of educating each Scholar		Number passed		
Sindi.	Portuguese	Sanskrit.	Provincial Revenues	Local Rates or Cesses.	Endowments	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States	Other sources.	Total.	Total Cost.	Cost to Government	Upper Primary School Examination (Vernacular Standard IV)	Lower Primary School Examination (Vernacular Standard II)	Remarks.
8E	8F	8G	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
			Rs	Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs	Rs. a. p	Rs. a p			
..	..		1,000	45,578	..	5,523	..	..	...	..	52,101	6 15 8	0 2 2	343	934	
...	...		.		514	..	...			—	514	9 14 2		7	8	
	..			40	.	.				.	40	0 12 7	..		5	
	.		1,000	45,618	514	5,523	...		..		52,655	6 15 4	0 2 1	350	947	
	..	.	...	173	.	.			—	.	173	2 2 7	...	2	13	
..	.	.	14,259	45,175	112	8,239	4,004	.	..	..	71,789	6 10 5	1 5 2	560	1,349	
			626	.	.		..		.	416	1,042	4 15 0	2 15 6	..	10	
	..	.		35		...	..	..	.	.	35	0 12 9	...		4	
	.		.	..	2,845		...	...	.	...	2,845	7 14 5	...	14	43	
		.	.	.		...		.		408	408	3 12 11	...	6	3	
.			14,885	45,210	2,957	8,239	4,004		..	824	76,119	6 9 9	1 4 8	580	1,409	
				.				..	—		...	..	..	..	—	
			..	..				...	.	—	.	.			...	
					.				..		...	...	.		.	
.		...	..	261	...	28	.	—	..		289	4 11 10	..	2	5	
				..	42			...	1,14,142	8,260	1,22,444	5 6 2	...	1,147	3,133	
.	.		...	.	..	.	..		12,191	1,092	13,283	8 1 11		53	180	
				...	...	...	...		527	77	604	4 7 1		...	7	
		.			42				1,26,860	9,429	1,36,331	5 8 6		1,200	3,320	
	..				...			...	190	40	230	6 3 6	.		8	
..		...	...	...			.	...	141	46	187	1 3 2	..	...	2	
.			...	..		...		.	331	86	417	2 2 7		..	10	
			...	...	.	.	..		21,437	..	21,437	6 14 2	..	...		Information is not as yet received
.			...	...			...		588	.	588	8 3 7	.		...	Do
...		...	..		.	252	...		4,418		4,670	5 15 7		36	75	
—						..		..	250		250	4 0 0		3	14	
	...	.	.			252	.	.	4,668	..	4,920	5 13 2	...	39	89	
			..	.	.		..	..	15,651		15,651	6 1 3	..	66	231	
		..	.	.		.	..		1,069	.	1,069	3 14 2	.	6	41	
				..					16,720		16,720	5 13 3		72	272	
...				.	..	...	...	.	18	..	18	2 9 2	..		.	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Number of Scholars on Marátháti.	Gujaráti.	Hindustáni.	Kánarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	NORTHERN DIVISION —*continued.*																
	DAY SCHOOLS.																
MAHI KANTHA.	Unaided	55	993	2,167	3,162	3088·4	2,406·7	...	.	2,942	220	...	...	...	3,162	...	...
	Vernacular Department of the 2nd Grade ..	1	6	10	16	13·6	5·2	.	...	15	1	...	...	...	16	...	...
	Total ...	56	999	2,179	3,178	3,102·0	2,411·9	...	.	2,957	221	...	...	...	3,178	...	...
PANLANPUR.	Unaided	26	450	1,199	1,649	1,636·0	1,171·0	...	..	1,309	339	1	..	...	1,649	...	...
CAMBAY.	Unaided	2	106	259	365	340·0	217·0	...	...	294	65	6	...	...	365	...	...
	Total of Government Schools	828	17,427	42,970	60,397	55284·7	39615·8	...	39	49,750	8,552	867	1,189	...	60,397	...	...
	Aided ... By results ...	9	191	613	804	689·7	472·7	...	73	588	112	31	...	...	804	...	...
	Aided ... Indigenous ..	3	8	212	220	215·0	170·0	..	..	210	9	1	...	...	220	...	...
	Aided ... Sir J. J. ...	7	192	351	543	524·0	412·0	...	...	...	...	543	...	...	543	..	...
	Total Aided ...	19	391	1,176	1,567	1428·7	1054·7	...	73	798	121	575	...	...	1,567	...	...
	Unaided. British ...	4	50	114	164	161·6	125·1	...	...	41	9	114	...	...	164	...	...
	Unaided. Native ...	785	14,566	33,583	48,149	46018·3	35246·5	2	2	39,795	7,838	64	448	...	48,149	...	...
	Total Unaided ...	789	14,616	33,697	48,313	46179·9	35371·6	2	2	39,836	7,847	178	448	...	48,313	...	...
	Grand Total ...	1,636	32,434	77,843	110,277	102893·3	76042·1	2	114	90,384	16,520	1,620	1,637	...	110277	...	...
	NIGHT SCHOOLS.																
	Government	27	51	500	551	461·9	295·2	...	...	338	208	...	5	...	551	...	...
	Unaided	25	57	344	401	445·7	271·5	...	...	295	106	...	...	...	401	...	...
	Total ...	52	108	844	952	907·6	566·7	..	...	633	314	.	5	...	952	...	...
	Total Day and Night Schools	1,688	32,542	98,687	111,229	103800·9	76608·8	2	114	91,017	16,834	1,620	1,642	...	111229	...	...
	Government Police ...	4	4	323	327	217·0	84·0	...	...	215	112	...	...	...	327	...	...
	Do. Jail ...	2	1	9	10	11·0	11·0	.	...	10	...	...	...	...	10	...	.
	Total ...	6	5	332	337	228·0	95·0	..	...	225	112	...	...	...	337	...	...
	Grand Total Day and Night Schools, Northern Division	1,694	32,547	79,019	111,566	104028·9	76703·8	2	114	91,242	16,946	1,620	1,642	...	111566	...	...
	SOUTHERN DIVISION.																
	DAY SCHOOLS.																
BELGAUM.	Government	166	3,105	10,631	13,736	12,557	9,641·9	..	66	12,257	1,407	...	6	3,007	...	465	10,264
	Aided ... By results ...	3	...	262	262	193·4	165·6	.	13	232	17	...	...	...	...	...	262
	Aided ... Indigenous ...	1	...	152	152	144	104	..	...	148	4	...	...	...	...	..	152
	Total for the District ...	170	3,105	11,045	14,150	12,894·4	9,911·5	.	79	12,637	1,428	...	6	3,007	...	465	10,678
DHÁRWÁR.	Government	322	5,807	18,321	24,128	23,002	16,178·5	..	23	21,806	2,299	...	...	360	...	624	23,144
	Aided ... By results ..	4	42	200	242	269·74	230·59	...	73	147	22	...	...	...	...	...	242
	Aided ... Indigenous ...	1	...	44	44	44·8	40·9	...	...	41	3	...	...	..	...	...	44
	Total for the District .	327	5,849	18,565	24,414	23,316·54	16,449·99	.	96	21,994	2,324	...	...	360	...	624	23,430
KÁNARA. KALADGI.	Government	136	2,013	6,625	8,638	7,992·4	6,263·3	...	4	7,723	907	3	1	287	...	367	7,984
	Aided—By results ..	2	32	92	124	116·47	100·03	...	59	63	2	..	...	...	...	...	124
	Total for the District ...	138	2,045	6,717	8,762	8,108·87	6,363·33	..	63	7,786	909	3	1	287	...	367	8,108
	Government	98	1,260	4,398	5,658	5,859	4,350·1	..	215	4,357	762	...	324	101	10	604	4,943

No. 4—*continued.*

the 31st March learning			Expenditure									Anual Cost of educating each Scholar		Number passed		
Sindi.	Portuguese.	Sanskrit.	Provincial Revenues	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV)	Lower Primary School Examination (Vernacular Standard II.)	REMARKS.
8e	8f	8g	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
			Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs. a p.	Rs. a. p			
...	...		..		.	.			14,893	...	14,893	6 2 9	...	92	229	
					-									.	...	
			...		.		..		14,893	...	14,893	6 2 9		92	229	
			...				...		7,143		7,143	6 1 2	.	56	176	
.				..		347			846		1,193	5 7 11		17	31	
...	.		48,256	1,60,389	112	31,863	5,269	1,000			2,46,889	7 3 10	1 4 8	1,884	4,635	
	.		1,092		...	118				1,781	2,991	6 5 2	2 4 11	6	28	
...	.			125							125	0 11 9	...	...	22	
...	...			...	3,359		...	.		..	3,359	8 2 5		21	51	
	.	...	1,092	125	3,359	118				1,781	6,475	6 2 3	1 0 7	27	101	
				...		18	.		215	408	641	5 2 0	.	6	3	
...					42	599			1,92,567	9,429	2,02,637	5 11 11	.	1,476	4,117	
..	.				42	617			1,92,782	9,837	2,03,278	5 11 11	.	1,482	4,120	
			49,348	1,60,514	3,513	32,598	5,269	1,000	1,92,782	11,618	4,56,642	6 0 1	0 10 5	3,393	8,856	
..			...	1,040		89					1,129	3 12 11		4	29	
.		..			...	..			937	86	1,023	3 12 2		...	10	
.				1,040		89		...	937	86	2,152	3 12 8		4	39	
.			49,348	1,61,554	3,513	32,687	5,269	1,000	1,93,719	11,704	4,58,794	5 15 10	0 10 4	3,397	8,895	
...		...		.								...	.	.	-	
	...											.	..			
...			49,348	1,61,554	3,513	32,687	5,269	1,000	1,93,719	11,704	4,58,794	5 15 9	0 10 4	3,397	8,895	
...	...	.	13,373	22,396	40	7,760		787		.	44,356	4 9 7	1 6 2	1,012	2,164	707 girls attend.
	...		299		...	178		24		58	559	3 6 0	1 12 11	2	15	
...			.							..				3	17	
.		.	13,672	22,396	40	7,938		811		58	44,915	4 8 6	1 6 6	1,017	2,196	
..	...	...	10,549	50,610		12,368		439	...	.	83,966	4 9 3	0 10 5	1,557	4,365	984 girls attend
...			502			133	.			600	1,235	5 5 9	2 2 10	34	76	
		,	91	91						...	182	4 7 2	2 3 7	8	10	
	...		11,142	50,701	.	12,501		439	...	600	75,383	4 9 4	0 10 10	1,599	4,451	
.	...	.	12,142	16,929		4,811	220	763	...		34,865	5 9 6	1 15 6	742	1,643	456 girls attend
...	...		255			45		.		240	540	5 6 5	2 8 9	22	22	
...			12,397	16,929		4,856	220	763	..	240	35,405	5 9 0	1 15 3	764	1,665	
.	..		8,616	13,376		2,779		505	.		25,295	5 12 11	1 15 10	261	856	533 girls attend

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Number of Scholars on Marathi.	Gujarati.	Hindustani.	Kánarese.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C	8D
	SOUTHERN DIVISION —*continued.*																
	DAY SCHOOLS.																
KOLHA'PUR.	Unaided	130	1,898	6,090	7,988	7,619·4	6,066·6	...	8	7,501	470	...	9	7,815	...	115	58
MIRAJ...	Do.	16	294	883	1,177	1,093·5	845·5	..	...	987	190	...	...	894	...	144	139
SA'NGLI.	Do.	48	629	2,124	2,753	2,659·9	2,249	.	1	2,556	196	...	...	2,599	...	86	[illegible]
KURUND VA'D.	Do.	2	72	100	172	149·2	109·4		...	166	6	...	...	172	...	...	...
MUDHOL	Do.	18	300	514	814	804·3	634·9	...	...	780	34	..	...	814	...	...	...
JAMKHANDI.	Do.	14	...	...	...	...	...	..	...	...	...	...	...	...	...	...	..
SAVANUR.	Do.	4	100	198	298	262·	192·3	...	...	218	80	...	...	...	...	...	298
LAKSHMESHVAR.	Do.	5	150	438	588	626·3	428·5	...	...	484	104	...	...	...	...	...	[illegible]
RA'MDURG.	Do.	6	50	298	348	335·2	290	..	...	341	7	...	...	109	...	...	239
	Total for the States ...	243	3,493	10,645	14,138	13,549·8	10,816·2	.	9	13,033	1,087	.	9	12,403	...	345	1,390
	Total Government Schools.	722	12,185	39,975	52,160	49,410·4	36,433·8	...	308	46,143	5,375	3	331	3,755	10	2,060	46,[illegible]
	Total Aided Schools ...	11	74	750	824	768·41	641·12	...	145	631	48	...	...	...	...	...	824
	Total Unaided Schools..	243	3,493	10,645	14,138	13,549·8	10,816·2	..	9	13,033	1,087	...	9	12,403	..	345	1,390
	Total ...	976	15,752	51,370	67,122	63,728·61	47,891·12	...	462	59,807	6,510	3	340	16,158	10	2,405	48,549
BRITISH DISTRICTS. KOLHA'PUR.	Government Police Schools in the Division	4	...	409	409	457·8	310	.	10	213	186	...	...	69	...	...	[illegible]
	Government Jail Schools in the Division	3	...	39	39	39	37	.	1	36	2	...	...	...	...	...	30
	Police School	1	...	16	16	33·2	8	...	...	9	6	...	1	16	...	...	...
	Jail do.	1	...	12	12	10·3	8	..	...	8	4	..	...	12	...	...	...
SA'NGLI.	Police do.	1	...	66	66	...	...	...	...	66	...	...	...	66	...	...	...
	Total Jail and Police Schools	10	..	542	542	540·3	363	.	11	332	198	...	1	163	...	...	379
	Grand Total Day Schools.	986	15,752	51,912	67,664	64,268·91	48,254·12		473	60,139	6,708	3	341	16,321	10	2,405	48,928
	NIGHT SCHOOLS.																
KALA'DGI.	Government	1	...	45	45	34·7	25·5	...	...	4	41	..	...	...	...	45	...
KOLHA'PUR.	Unaided	18	71	650	721	664	414·8	..	...	612	108	...	1	721	...	..	...
MIRAJ..	Do.	1	...	30	30	30	20	..	...	23	7	...	...	30	...	...	...
MUDHOL	Do.	1	...	34	34	32·5	20·7	..	...	26	8	...	...	34	...	...	...
SA'NGLI	Do.	2	...	73	73	66·3	45·8	.	...	57	16	...	..	73	...	...	...
	Total Native States Night Schools	22	71	787	858	792·8	501·3	..	...	718	139	...	1	858	...	...	...
	Grand Total Night Schools.	23	71	832	903	827·5	526·8	...	...	722	180	...	1	858	...	45	...
	Grand Total Day and Night Schools, Southern Division	1,009	15,823	52,744	68,567	65096·41	48780·92	...	473	60,861	6,888	3	342	17,179	10	2,450	48,928

No. 4.—*continued.*

the 31st March learning			Expenditure.									Annual cost of educating each Scholar.		Number passed.		
Sindi.	Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	REMARKS.
8E	8F	8G	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a. p.			
...	...	...	...	...	...	4,165	...	...	65,225	25	69,415	5 7 8	...	624	1,297	
...	...	...	...	...	...	563	...	...	5,079	4	5,646	7 2 5	...	85	203	
...	...	...	...	13,230	...	1,558	...	117	8,397	...	23,302	6 10 0	...	175	374	
...	...	...	...	...	...	58	...	...	268	...	326	2 15 8	..	2	9	
...	...	...	...	1,022	84	506	...	70	2,381	250	4,313	6 12 8	...	63	121	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	176	...	...	..	...	1,746	...	1,922	9 15 11	...	16	83	
...	...	...	...	1,510	...	238	...	...	1,939	...	3,687	8 9 8	...	122	119	
...	...	...	...	...	...	154	...	...	674	...	828	2 13 8	...	...	...	
...	...	...	...	15,938	84	7,242	...	187	85,709	279	1,09,439	5 15 2	...	1,087	2,206	
...	...	...	44,680	103,402	40	27,718	220	2,494	...	...	1,78,551	4 13 5	1 3 8	3,572	9,028	
...	...	...	1,147	...	...	356	...	24	...	898	2,425	3 12 6	1 9 5	69	140	
...	...	...	...	15,938	84	7,242	...	187	85,709	279	1,09,439	5 12 2	...	1,087	2,206	
...	...	...	45,827	119,340	124	35,316	220	2,705	85,709	1,177	2,90,418	5 1 11	0 15 3	4,728	11,374	
...	...	...	...	...	...	...	...	...	..	...	...	...	...	10	10	
...	...	...	...	...	...	.	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	73	...	73	9 2 0	...	...	...	
...	...	...	...	...	...	...	...	...	5	...	5	0 10 0	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	78	...	78	0 3 5	...	10	10	
...	...	...	45,827	1,19,340	124	35,316	220	2,705	40,687	1,177	2,45,396	5 1 4	0 15 2	4,738	11,384	
...	...	...	...	84	...	...	...	...	..	...	84	3 4 8	...	...	12	
...	...	...	...	...	...	...	...	...	1,642	...	1,642	3 15 4	...	21	93	
...	...	...	...	...	...	...	...	...	61	...	61	3 1 1	...	...	6	
...	...	...	...	...	...	...	...	...	100	...	100	4 14 2	...	3	11	
...	...	...	...	...	...	...	...	...	45	...	45	1 8 0	...	...	16	
...	...	...	...	...	...	..	...	...	1,848	...	1,548	3 10 1	...	24	126	
...	...	...	...	84	...	...	...	...	1,848	...	1,932	3 10 8	...	24	138	
...	...	...	45,827	1,19,424	124	35,316	220	2,705	87,635	1,177	2,92,428	5 1 1	0 15 0	4,762	11,522	

SUBSIDIARY FORM

District or State	Name or Class of Institutions	Number of Institutions	No of Scholars on the Rolls on 31st March: Upper Division	Lower Division	Total	Average number on the Rolls during the year	Average daily attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Goanese and Native Christians	Hindus	Mahommedans	Pársis	Others	No of Scholars on the 31st: Marátháí	Gujaráti	Hindustáni	Kánarese
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	SIND DIVISION.																
	DAY SCHOOLS																
KARACHI	Government	37	687	1,964	2,651	2572	1882	1		1,854	778	13	5	151	463	5	
	Aided — By results	2	111	374	485	489 5	418 1			296	105	84			304		
	Aided — Indigenous	2	5	43	48	46	34				48					.	...
	Total for the District	41	803	2,381	3,184	3107 5	2334 1	1		2,150	931	97	5	151	767	5	
HYDERABAD	Government	63	1,215	2,281	3,496	3431	2669			2,614	882						
	Aided — By results	8	348	456	804	782	628		2	744	56		2				
	Aided — Indigenous	17	20	159	179	180	156			17	162			-			
	Total for the District	88	1,583	2,896	4,479	4393	3453·		2	3,375	1,100		2			.	..
SHIKARPUR	Government	81	1,860	4,411	6,271	5970	4406			3,782	2,484	3	2			.	
	Aided — By results	4	22	187	209	179 5	149 5			155	54						
	Aided — Indigenous	9	28	256	284	269	245			33	251						
	Total for the District	94	1,910	4,854	6,764	6418 5	4800 5			3,970	2,789	3	2		-		
THAR AND PARKAR	Government	10	293	506	799	783·	500	.		759	40				705	.	
UPPER SIND FRONTIER	Government	5	98	176	274	274	199		.	161	112		1			—	
	Total Government Schools	196	4,153	9,338	13,491	13030	9656	1		9,170	4,296	16	8	151	1,168	5	
	Total Aided Schools	42	534	1,475	2,009	1946	1630 6		2	1,245	676	84	2		304		
	Government Jail Schools in Division	1	9	20	29	36	36		1	8	19		1				...
	Grand Total Day Schools	239	4,696	10,833	15,529	15006	11322 6	1	3	10,423	4,991	100	11	151	1,472	5	
	NIGHT SCHOOLS.																
KARACHI	Government	6	22	118	140	140	74		.	46	91					.	..
HYDERABAD.	Government	3	16	82	98	99	73			52	46		..				—
SHIKARPUR	Government	5	30	130	160	154·	86·			37	123			.			

No. 4—*continued.*

March learning			Expenditure.									Annual cost of educating each Scholar.		Number passed.		Remarks.
Sindi.	Portuguese.	Gurmukhi.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV).	Lower Primary School Examination (Vernacular Standard II.)	
8e	8f	8g	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
2,030	...	2	4,595	11,673	...	1,622	505	...	...	23	18,418	9 12 7	2 7 1	141	283	
181	...	...	675	..	144	608	...	57	..	657	2,141	5 1 11	1 9 10	32	38	36 girls, 48 boys.
48	...	...	...	158	...	...	...	...	...	...	158	4 10 4	...	...	...	
2,259	...	2	5,270	11,831	144	2,230	505	57	...	680	20,717	8 14 0	2 4 2	173	321	
3,491	...	5	4,439	16,413	...	837	1,937	...	...	1,418	25,044	9 6 2	1 10 7	141	377	
804	...	...	563	1,178	...	1,895	...	55	...	775	4,466	7 1 9	0 14 4	80	108	
179	...	...	...	329	...	...	...	..	...	...	329	2 1 8	...	...	10	
4,474	...	5	5,002	17,920	...	2,732	1,937	55	...	2,193	29,839	8 10 3	1 7 2	221	495	
6,271	...	...	3,817	28,183	...	1,432	6,307	120	..	134	39,993	9 1 3	0 13 10	381	686	
209	...	...	25	...	...	21	...	...	...	20	66	0 7 0	0 2 6	...	10	
284	...	...	...	30	...	...	...	...	...	...	30	0 1 11	...	...	2	
6,764	...	...	3,842	28,213	...	1,453	6,307	120	...	154	40,089	8 5 7	0 12 9	381	698	
94	...	...	1,926	2,199	...	...	4	...	...	4	4,133	8 4 3	3 13 7	38	84	
274	..	...	400	1,217	...	...	...	...	...	...	1,617	8 2 0	2 0 2	23	40	
12,160	...	7	15,177	59,685	...	3,891	8,753	120	...	1,579	89,205	9 3 9	1 9 2	724	1,470	
1,705	...	...	1,263	1,695	144	2,524	...	112	...	1,452	7,190	4 6 4	0 11 2	112	168	
29	...	...	...	...	...	...	...	...	...	...	...	.....	...	...	...	
13,894	...	7	16,440	61,380	144	6,415	8,753	332	...	3,031	96,395	8 8 2	1 7 2	836	1,638	
140	...	...	...	580	...	...	...	...	...	...	580	7 13 4	...	...	...	
98	...	...	...	147	...	...	...	...	...	...	147	2 0 2	...	...	...	
160	...	...	...	610	...	...	...	...	...	...	610	7 1 5	...	...	...	

SUBSIDIARY FORM No.

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	No. of Scholars on the 31st Marathi.	Gujarati.	Hindustani.	Kanarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	SIND DIVISION—*continued.*																
	NIGHT SCHOOLS—*continued.*																
UPPER SIND FRONTIER.	Government	1	15	17	32	23·	17·	...	...	25	7	...	...	...	...	...	...
	Total Government Schools	197	4,162	9,358	13,520	13066·	9692·	1	1	9,178	4,315	16	9	151	1,168	5	...
	Total Aided Schools .	42	534	1,475	2,009	1946·	1630·6	...	2	1,245	676	84	2	...	304	...	..
	Grand Total Night Schools	15	83	347	430	416·	250·	...	...	160	270	...	...	...	...	...	...
	Grand Total Day and Night Schools, Sind Division	254	4,779	11,180	15,959	15428·	11572·6	1	3	10,583	5,261	100	11	151	1,472	5	...
	ADEN.																
	DAY SCHOOLS.																
	Government	3	...	563	563	...	...	...	...	...	563	...	...	...	...	..	...
	Total Government Schools	3,546	92,045	138,165	230,210	218278·9	162355·4	2	954	197,813	27,351	1,646	2,384	196,226	3,890	5,417	46,714
	Total Aided Schools ..	144	3,174	6,215	9,389	9046·71	7206·92	1	492	5,919	1,287	1,541	149	5,208	1,185	308	824
	Total Unaided Schools ...	1,188	22,904	46,349	69,253	66226·2	51063·8	2	57	58,857	9,482	317	538	18,743	48,559	507	1,425
	Grand Total Day Schools .	4,878	118,123	190,729	308,852	293551·81	220626·12	5	1,503	262,589	38,120	3,504	3,071	220,177	53,634	6,232	48,963
	NIGHT SCHOOLS.																
	Total Government Schools	84	149	2,304	2,453	2337·	1535·2	...	1	1,176	860	2	14	1,189	551	283	...
	Total Aided Schools ...	2	49	126	175	133·	91·	...	12	155	6	2	...	175	...	...	...
	Total Unaided Schools ...	48	128	1,166	1,291	1268·5	787·8	...	...	1,036	245	9	1	858	433	...	..
	Total Night Schools ...	134	326	3,593	3,919	3738·5	2414·	...	13	2,767	1,111	13	15	2,222	984	283	...
	Grand Total Day and Night Schools	5,012	118,449	194,322	312,771	297290·31	223040·12	5	1,516	265,356	39,231	3,517	3,086	222,399	54,618	6,515	48,963

IV—*continued.*

March learning				Expenditure.									Annual cost of educating each Scholar.		Number passed.		Remarks.
Sind.	Portuguese.	Gurmukhi.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
32	...	...	...	...	140	...	...	...	...	...	...	140	8 3 9	...	...	...	
12,189	...	7	...	15,177	59,685	120	3,891	8,753	...	...	1,579	89,205	9 3 3	1 9 0	724	1,470	
1,705	...	...	...	1,263	1,695	144	2,524	...	112	...	1,452	7,190	4 6 5	0 12 4	112	168	
430	...	...	...	...	1,477	..	...	...	...	...	...	1,477	5 14 6	...	...	...	
14,324	...	7	...	16,440	62,857	144	6,415	8,753	332	...	3,031	97,872	8 7 3	1 6 8	836	1,638	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
12,189	204	7	...	2,44,398	5,32,390	272	1,44,891	38,257	4,139	...	2,196	9,66,543	5 15 2	1 8 1	8,351	21,657	
1,705	86	...	73	9,266	1,984	6,657	5,503	100	5,360	...	8,246	37,116	5 2 4	1 4 6	239	554	
...	...	...	19	49,348	1,92,679	5,037	41,933	5,269	2,433	2,87,468	11,898	5,96,065	11 7 7	0 15 5	5,572	11,360	
13,894	290	7	92	3,03,012	7,27,053	11,966	1,92,327	43,626	11,932	2,87,468	22,340	15,90,724	7 4 0	1 0 1	14,162	33,571	
430	...	...	...	676	3,143	...	108	...	...	...	...	3,927	2 9 1	0 7 0	8	80	
...	...	...	...	...	...	...	..	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	2,785	86	2,871	3 10 3	...	24	136	
430	...	...	...	676	3,143	...	108	...	...	2,785	86	6,798	2 13 0	0 4 6	32	216	
14,324	290	7	92	3,03,688	7,30,196	11,966	1,92,435	43,626	11,932	2,90,253	22,426	16,06,522	7 3 1	1 0 7	14,194	33,787	

SUBSIDIARY

Statistical Return of Female Primary Schools

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the rolls on 31st March.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the Scholars on 31st March.						No. of Scholars March	
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Marátbi.	Gujarátí.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	CENTRAL DIVISION.														
POOSA, BHOR.	Government	9	187	304	491	491	322	...	...	472	8	1	10	491	...
	Aided	6	38	266	304	257	190	...	120	169	3	...	12	304	...
	Unaided	1	...	24	24	20	11	...	...	24	...	...	...	24	...
	Total for the District...	16	225	594	819	768	523	...	120	665	11	1	22	819	...
SHOLA'PUR, AKALKOTE.	Government	4	63	116	179	168	101	...	...	176	3	...	...	179	...
	Unaided	1	...	26	26	25	16	...	...	26	..	...	...	26	...
	Total for the District...	5	63	142	205	193	117	...	...	202	3	...	...	205	...
SA'TA'RA, BHOR, PHALTAN AND ACRE STATE.	Government	5	352	88	440	359	227	...	...	412	28	...	...	440	...
	Unaided	3	...	78	78	77	59	...	...	69	9	...	...	78	...
	Total for the District..	8	352	166	518	436	286	...	...	481	37	...	...	518	...
RATNA'GIRI, SA'VANTVA'DI.	Government	4	220	40	260	249	159	...	...	257	...	1	2	260	...
	Aided	2	5	59	64	50	33	...	13	51	..	...	...	64	...
	Unaided	1	16	54	70	75	47	...	...	45	25	...	...	45	...
	Total for the District...	7	241	153	394	374	239	...	13	353	25	1	2	369	...
THA'NA.	Government	6	...	440	440	423	251	...	4	388	10	15	23	405	35
KOLA'BA.	Government	2	...	130	130	128	70	...	1	116	1	...	12	130	...
ISLAND OF BOMBAY.	*Government.*														
	Maráthi Schools	3	13	207	220	137	90	...	1	211	...	..	8	220	..
	Gujarati Schools	6	90	372	462	432	273	...	...	356	30	76	...	...	462
	Aided	14	643	1,090	1,733	1,656	1,240	...	104	531	1	1,021	76	608	1,096
	Total ...	23	746	1,669	2,415	2,225	1,603	..	105	1,098	31	1,097	84	828	1,558
	TotalGovernment Schools	39	925	1,697	2,622	2,387	1,493	..	6	2,388	80	93	55	2,125	497
	Total Aided Schools ..	22	686	1,415	2,101	1,963	1,463	...	237	751	4	1,021	88	976	1,096
	Total Unaided Schools ...	6	16	182	198	197	133	...	...	164	34	...	...	173	...
	Grand Total Vernacular Schools Central, Division.	67	1,627	3,294	4,921	4,547	3,089	...	243	3,303	118	1,114	143	3,274	1,5[illegible]

FORM No. 5.

(*Vernacular*) *for the official year* 1881-82.

on the 31st learning		Expenditure.									Annual cost of educating each Scholar.		Number passed.		
Hindustani.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	REMARKS.
8c	8d	9a	9b	9c	2d	9e	9f	9g	9h	9	10	11	12	13	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	3,159	...	...	...	162	...	...	...	3,321	10 5 0	9 13 0	2	22	
...	...	586	...	..	114	...	1.002	...	2,319	4,021	21 2 7	3 1 4	5	19	
...	...	...	150	...	...	...	...	...	...	150	13 10 2	..	...	...	
...	...	3,745	150	...	114	162	1,002	...	2,319	7,492	14 5 2	7 2 7	7	41	
...	...	1,097	..	...	...	168	...	...	...	1,265	12 8 5	10 13 9	1	8	
...	...	...	...	...	...	...	...	187	...	187	11 11 0	...	...	...	
...	...	1,097	...	...	...	168	...	187	...	1,452	12 6 7	9 6 0	1	8	
...	...	1,882	..	...	...	60	...	...	...	1,942	8 8 11	8 4 8	8	11	
...	...	...	311	10	...	...	...	75	...	396	6 11 5	...	...	...	
...	...	1,882	311	10	...	60	...	75	...	2,338	8 2 10	6 9 3	8	11	
...	...	1,383	18	...	...	...	...	...	...	1,401	8 13 0	8 11 2	6	17	
...	...	82	...	...	...	...	75	...	256	413	12 8 3	2 7 9	...	2	
25	...	...	663	...	...	...	...	...	4	667	14 3 1	...	...	2	
25	...	1,465	681	...	...	...	75	...	260	2,481	10 6 1	6 2 1	6	21	
...	...	2,697	...	...	...	164	...	...	...	2,861	11 6 4	10 12 0	2	17	
...	...	617	...	...	...	...	...	...	...	617	8 13 0	8 13 0	...	2	
...	...	1,344	...	...	181	...	...	...	...	1,525	16 15 1	14 14 11	3	6	
...	...	4,793	...	...	767	...	...	...	...	5,560	20 5 10	17 8 11	8	28	
...	29	2,837	222	6,069	2,935	...	8,740	...	2,346	23,149	18 10 8	2 4 7	13	38	
...	29	8,974	222	6,069	3,883	...	8,740	...	2,346	30,234	18 13 9	5 9 7	24	72	
...	...	16,972	18	..	948	554	...	...	...	18,492	12 6 2	11 5 11	30	111	
...	29	3,505	222	6,069	3,049	...	9,817	...	4,921	27,583	18 13 8	2 6 4	18	59	
25	...	...	1,124	10	...	...	...	262	4	1,400	10 8 5	...	...	2	
25	29	20,477	1,364	6,079	3,997	554	9,817	262	4,925	47,475	15 5 11	6 10 1	48	172	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Number of Sch the 31st March Marathi.	Gujarathi.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B
	NORTH-EAST DIVISION.														
Khándesh.	Government	10	14	492	506	504·4	306	...	7	353	140	2	4	381	...
Ahmednagar.	Government	18	26	1,047	1,073	1,039	598	...	1	916	131	18	7	985	...
	Aided	1	39	113	152	145	127	...	138	14	...	...	...	152	...
	Total ..	19	65	1,160	1,225	1,184	725	...	139	930	131	18	7	1,137	...
Násik	Government	7	16	305	321	305·8	185·6	...	...	279	41	...	1	283	...
	Aided...	2	17	56	73	83·0	65·0	...	51	19	3	...	...	73	...
	Total ...	9	33	361	394	388·8	250·6	...	51	298	44	...	1	356	...
	Total Government Schools ..	35	56	1,844	1,900	1849·2	1089·6	...	8	1,548	312	20	12	1,649	...
	Do. Aided do. ...	3	56	169	225	228·0	192·0	..	189	33	3	...	...	225	...
	Grant Total Vernacular Schools, North-East Division	38	112	2,013	2,125	2077·2	1281·6	...	197	1,581	315	20	12	1,874	...
	NORTHERN DIVISION.														
Ahmedabad	Government...	16	176	972	1,148	1091·0	607·0	...	2	1,036	72	22	16	...	1,148
	Aided by results	5	115	479	594	583·5	379·3	...	...	576	14	4	...	...	594
	Total ...	21	291	1,451	1,742	1674 5	986·3	...	2	1,612	86	26	16	...	1,742
Kaira	Government	11	80	881	961	858·0	466·0	...	...	902	52	6	1	...	961
	Aided by results	1	20	32	52	52·0	41·0	...	52	...	..	...	..	...	52
	Total ...	12	100	913	1,013	910·0	507·0	...	52	902	52	6	1	...	1,013
Panch Mahals.	Government	4	7	245	252	238·0	150·9	...	...	250	2	...	...	...	252
Broach.	Government	7	90	435	525	467·0	236·0	...	...	426	17	82	...	...	525
Surat.	Government	8	65	408	473	458·2	271·5	...	...	426	22	25	...	...	473
	Aided ... By results ..	3	150	225	375	359·0	217·0	1	22	349	3	...	..	...	375
	Aided ... Sir J. J. ...	8	100	388	488	449·0	318·0	...	...	...	...	488	...	...	488
	Unaided	3	50	89	139	145·0	111·5	...	...	...	...	139	..	...	139
	Total ...	22	365	1,110	1,475	1411·2	918·0	1	22	775	25	652	...	...	1,475
	Native States.														
Káthiáwár.	Unaided ... Fund ...	22	206	1,259	1,465	1234·9	790·3	1	...	1,372	87	5	...	...	1,465
	Unaided ... Private ...	30	50	671	721	721·4	421·1	...	...	666	43	12	...	...	721
	Total ..	52	256	1,930	2,186	1956·3	1211·4	1	...	2,038	130	17	...	...	2,186
Mahi Kántha.	Unaided	3	2	72	74	83·5	46·7	...	...	74	...	...	...	...	74

No. 5—*continued.*

Scholars on learning Hindustani.	Expenditure. Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Annual cost of educating each Scholar. Total Cost.	Cost to Government.	Number passed. Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	Remarks.
8C	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
125	962	2,769	...	...	...	...	...	...	3,731	12 3 1	3 2 3	5	17	
88	334	3,140	33	...	73	...	...	...	3,580	5 15 9	0 8 11	1	14	
...	...	...	...	31	...	139	...	2,330	2,500	19 10 11	...	1	4	
88	334	3,140	33	31	73	139	...	2,330	6,080	8 6 2	0 7 4	2	18	
38	170	1,107	...	..	37	...	...	...	1,314	7 1 3	0 14 7	...	8	
...	236	...	...	...	...	...	...	424	660	10 2 5	3 10 1	2	3	
38	406	1,107	...	...	37	...	...	424	1,974	7 14 0	1 9 11	2	11	
251	1,466	7,016	33	...	110	...	...	...	8,625	7 14 7	1 5 6	6	39	
...	236	..	...	31	..	139	...	2,754	3,160	16 7 4	1 3 8	3	7	
251	1,702	7,016	33	31	110	139	...	2,754	11,785	9 3 1	1 5 2	9	46	
...	...	4,684	436	...	...	...	...	...	5,120	8 7 0	...	24	62	
...	1,691	...	921	...	507	..	...	283	3,402	8 15 6	4 7 4	11	35	
...	1,691	4,684	1,357	...	507	...	...	283	8,522	8 1 5	1 11 5	35	97	
...	...	4,121	...	...	...	...	...	...	4,121	8 13 8	...	8	25	
...	...	...	...	...	...	...	...	162	162	3 15 2	...	3	...	
..	...	4,121	...	...	...	...	...	162	4,283	8 7 2	...	11	25	
...	...	717	...	..	...	...	...	...	717	4 12 0	...	...	2	
...	..	2,706	...	...	...	...	...	...	2,706	11 7 5	...	7	25	
...	...	2,847	...	...	...	...	...	...	2,847	10 7 9	...	7	18	
...	2,702	...	...	...	...	...	...	...	2,702	12 7 3	12 7 3	14	21	
...	...	...	2,279	...	...	...	...	...	2,279	7 2 8	...	20	39	
...	...	..	...	...	...	...	...	851	851	7 10 1	...	5	13	
..	2,702	2,847	2,279	...	...	...	...	851	8,679	9 7 3	2 15 1	46	91	
...	...	...	...	..	...	...	6,222	1,974	8,196	10 5 11	...	23	85	
...	...	...	...	...	...	..	3,388	34	3,422	8 2 0	...	4	21	
...	...	...	...	...	...	...	9,610	2,008	11,618	9 9 5	...	27	106	
...	...	...	...	...	...	...	543	...	543	11 10 0	...	...	1	

SUBSIDIARY FORM.

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March. Upper Division.	Lower Division.	Total.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	No. of Scholars March. Marathi.	Gujarátí.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	NORTHERN DIVISION —*continued.*														
PA'LAN-PUR.	Unaided	1	5	27	32	34	18	...	...	29	2	1	...	...	32
CUTCH.	Unaided	7	63	395	458	341·7	185	..	...	433	20	...	5	...	458
REWA KA'NTHA.	Unaided	5	20	235	255	194·7	116·6	...	...	253	2	...	...	...	255
SURAT AGENCY.	Unaided	2	25	101	126	113·2	66·5	...	...	109	10	4	3	...	126
	Grand Total Government ...	46	418	2,941	3,359	3,112·2	1,731·4	...	2	3,040	165	135	17	—	3,359
	Aided...	17	385	1,124	1,509	1,443·5	955·3	1	74	925	17	492	...	...	1,509
	Unaided	73	421	2,849	3,270	2,868·4	1,755·7	1	...	2,936	164	161	8	..	3,270
	Grand Total Vernacular Schools, Northern Division.	136	1,224	6,914	8,138	7,424·1	4,442·4	2	76	6,901	346	788	25	...	8,138
	SOUTHERN DIVISION.														
BELGAUM.	Government	9	30	467	497	422·9	250·1	...	2	484	11	...	...	184	...
	Aided	2	20	132	152	152·5	79·1	...	9	141	2	...	...	92	..
	Total for the District ...	11	50	599	649	575·4	329·2	...	11	625	13	...	...	276	...
DHA'RWA'R.	Government...	19	138	1,151	1,289	1,069·2	695·3	...	1	1,222	66	...	...	...	...
	Aided	3	22	100	122	142·23	125·79	...	122	...	...	...	...	...	...
	Total for the District ...	22	160	1,251	1,411	1,211·43	821·09	...	123	1,222	66	...	...	...	...
KALA'DGI.	Government...	9	22	277	299	295·4	211·6	...	...	280	19	...	...	68	...
	Aided	1	...	12	12	9·08	7·23	..	12	...	...	...	...	...	...
	Total for the District ...	10	22	289	311	304·48	218·83	...	12	280	19	...	..	68	...
KA'NARA.	Government...	4	27	197	224	214	154·9	...	...	205	18	...	1	162	...
KOLHA'-PUR.	Unaided	5	43	287	330	309·1	266	...	1	321	8	...	...	330	...
MIRAJ.	Unaided	1	12	61	73	62·9	40·1	...	...	73	...	...	...	73	...
SA'NGLI.	Unaided	4	10	147	157	132·9	86·6	...	...	153	4	...	...	157	...
MUDHOL.	Unaided	1	..	37	37	29·4	21	...	...	36	1	...	...	37	...
KURUND-VA'D.	Unaided	1	6	17	23	23	21	...	...	23	...	...	...	23	...

No. V—*continued.*

on the 31st learning		Expenditure.									Annual cost of educating each Scholar.		Number passed.		
Hindustani.	Kinaresc.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Cost to Government.	Total Cost.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	REMARKS.
8c	8d	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	...	...	...	224	...	224	...	12 7 1	1	2	
...	...	...	...	...	...	...	...	2,552	...	2,552	...	13 12 8	...	...	Information not as yet received.
...	...	...	...	...	...	...	...	687	...	687	...	5 14 3	...	4	
...	...	...	...	...	...	...	...	527	...	527	...	7 14 10	...	3	
..	...	...	15,075	436	...	...	...	...	...	15,511	...	8 15 4	46	132	
...	...	4,393	...	3,200	...	507	...	...	445	8,545	4 9 7	8 15 1	48	95	
...	...	...	...	...	...	...	...	14,143	2,859	17,002	...	9 10 11	33	129	
...	...	4,393	15,075	3,636	...	507	...	14,143	3,304	41,058	0 15 10	9 7 6	127	356	
...	313	...	1,979	...	...	...	...	...	...	1,979	7 14 2	...	7	74	
...	60	202	...	...	...	300	238	...	90	830	10 7 10	2 8 10	6	17	
...	373	202	1,979	...	...	300	238	...	90	2,809	8 8 5	9 13 1	13	91	
...	1,289	...	5,434	85	...	...	...	...	...	5,519	7 15 0	...	41	163	
...	122	531	...	...	15	...	...	...	541	1,087	8 10 1	4 3 6	23	38	
...	1,411	531	5,434	85	15	...	...	...	541	6,606	8 0 8	0 10 4	64	201	
...	231	...	2,066	...	...	...	...	...	...	2,066	9 12 2	...	5	47	
..	12	25	...	...	3	...	...	...	129	157	21 11 5	3 9 1	...	2	
...	243	25	2,066	...	3	...	...	...	129	2,223	10 2 6	0 1 1	5	49	
...	62	...	1,680	...	...	60	...	...	...	1,740	11 3 7	...	7	19	
...	...	...	...	...	...	...	...	2,432	...	2,432	9 2 4	...	15	47	
...	...	...	...	...	...	...	...	457	...	457	11 6 4	...	3	3	
...	...	...	...	...	...	...	...	943	...	943	10 14 2	...	12	8	
..	...	...	...	..	...	...	...	222	...	222	10 9 1	...	...	5	
...	...	...	...	...	...	...	...	139	...	139	6 0 3	...	...	...	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on		
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahomedans.	Pársis.	Others.	Marátthi.	Gujarátti.	Hindustani.
1	2	3	4A	4B	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C
	SOUTHERN DIVISION —*continued.*															
JAMKHANDI.	Unaided	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SIVANUR.	Unaided	1	...	43	43	45	33	...	...	40	3	...	...	...	...	...
LAKSHMESHVAR.	Unaided	2	...	152	152	154·1	93·9	...	...	152	...	...	...	...	...	...
	Total Government Schools..	41	217	2,092	2,309	2,001·5	1,311·9	...	21	2,191	96	...	1	414	...	...
	Total Aided Schools ...	6	42	244	286	303·81	212·12	...	143	141	2	..	...	92	..	...
	Total Unaided Schools ...	16	71	744	815	756·4	511·6	...	1	798	16	...	...	620	...	...
	Grand Total Vernacular Schools, Southern Division..	63	330	3,080	3,410	3,061·71	2,035·62	..	165	1,230	114	...	1	1,126	..	...
	SIND.															
KARACHI.	Government...	4	27	197	224	233·	103·	...	...	198	26	...	...	...	61	...
	Aided	1	6	95	101	93·	63·5	...	3	76	9	8	5	22	79	...
	Total for the District ..	5	33	292	325	326·	166·5	...	3	274	35	8	5	22	140	...
HYDERABAD.	Government	7	64	415	479	514·	383·	...	...	380	99	...	...	...	...	...
	Aided	1	31	85	116	89·	65·	...	...	116	...	..	...	...	...	...
	Total for the District ...	8	95	500	595	603·	448·	...	...	496	99	...	...	...	...	...
SHIKARPUR.	Government...	8	59	321	380	392·	275·	...	...	62	318	...	...	..	...	...
UPPER SIND FRONTIER.	Government	1	5	18	23	26.	15·	...	...	...	23	...	...	...	...	...
	Total Government Schools...	20	155	951	1,106	1,165·	776·	...	...	640	466	...	...	...	61	...
	Total Aided Schools ...	2	37	180	217	182·	128·5	...	3	192	9	8	5	22	79	...
	Grand Total Vernacular Schools, Sind	22	192	1,131	1,323	1,347·	904·5	...	3	832	475	8	5	22	140	...
	Total Government Schools...	581	1,771	9,525	11,296	10,514·9	5,401·9	...	37	9,807	1,119	248	85	4,188	3,917	251
	Total Aided Schools .	50	1,206	3,132	4,338	4,120·31	2,950·92	...	646	2,042	35	1,521	93	1,315	2,684	...
	Total Unaided Schools ...	95	508	3,775	4,283	3,821·8	2,400·3	1	1	3,898	214	161	8	793	3,270	25
	Grand Total Vernacular Schools	726	3,485	16,432	19,217	18,457·01	10,753·12	1	684	15,747	1,368	1,930	186	6,2[illegible]	9,871	276

No. V.—*continued.*

the 31st March learning				Expenditure.									Annual cost of educating each Scholar.		Number passed.		
Kánarese.	Sindi.	Portuguese.	Gurmukhi.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	REMARKS.
8D	8E	8F	8G	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	...	...	
43	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	7	10	Expenditure included in Vernacular Boys' Schools.
152	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	15	30	Do. do.
1,895	...	...	...	...	11,159	85	...	60	...	...	..	11,304	8 9 10	.....	60	303	
194	...	...	...	758	...	...	18	300	238	...	760	2,074	9 12 5	3 9 2	29	57	
195	...	...	...	...	...	...	...	...	...	4,193	...	4,193	8 3 1	.....	52	103	
2,284	...	...	...	758	11,159	85	18	360	238	4,193	760	17,571	8 10 1	0 5 11	141	463	
...	163	...	...	...	2,368	...	...	...	...	...	...	2,368	22 15 10	.....	4	27	
...	...	...	...	302	...	...	29	...	505	...	..	836	13 2 8	4 12 1	1	1	
...	163	..	...	302	2,368	..	29	...	505	...	..	3,504	21 0 9	1 13 0	5	28	
...	207	...	272	...	4,266	...	...	...	...	...	...	4,266	11 2 3	.....	12	35	
...	116	...	...	289	...	...	...	...	638	...	...	927	14 4 2	4 7 2	5	16	
...	323	...	272	289	4,266	...	...	...	638	...	...	5,193	11 9 6	0 10 4	17	51	
...	320	..	60	91	3,117	...	...	460	...	...	...	3,668	13 5 5	0 5 4	10	24	
...	23	...	...	...	505	...	...	...	...	...	...	505	33 10 8	.....	...	...	
...	713	...	332	91	10,256	...	...	460	...	...	...	10,807	13 14 10	0 1 10	26	86	
...	116	...	...	591	...	...	29	...	1,143	...	...	1,763	13 12 9	4 9 7	6	17	
...	829	...	332	682	10,256	...	29	460	1,143	...	....	12,570	13 14 4	0 12 1	32	103	
1,895	713	...	332	18,529	43,524	554	948	1,184	...	...	...	64,739	11 15 9	3 6 10	168	671	
194	116	29	...	9,483	222	9,269	3,127	807	11,337	—	8,880	43,125	14 9 9	3 3 4	104	235	
195		...	...	...	1,124	10	...	...	...	18,598	2,863	22,595	9 6 7	.....	85	234	
2,284	829	29	332	28,012	44,870	9,923	4,075	1,991	11,337	18,598	11,743	1,30,469	12 1 7	2 9 8	357	1,140	

SUBSIDIARY FORM

Statistical Return of Schools for Special or

District or State.	Name or Class of Institution.	Number of Institutions.	Total number of Scholars on the Rolls on 31st March.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the		
						Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	English.	Sanskrit.	Persian.
1	2	3	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C
	A.—MEDICAL SCHOOLS.													
	Government.													
Poona	Medical School, Poona ..	1	59	49	49	...	2	51	1	...	5	59	...	...
Ahmedabad ...	Do. Ahmedabad	1	65	58·9	57·8	...	1	40	14	2	8	65	...	...
Hydrabad ...	Do. Hyderabad.	1	19	14	14	...	3	11	3	1	1	19	...	...
	Total Medical ...	3	143	121·9	120·8	...	6	102	18	3	14	143	...	...
	B.—ENGINEERING SCHOOLS.													
	Government.													
Hyderabad ...	Engineering School, Hyderabad	1	10	6·5	5·9	...	...	9	...	1	...	10	...	...
	C.—AGRICULTURAL CLASSES.													
	Government.													
Poona	College of Science, Poona ...	1	11	17	13	...	...	8	...	3	...	11	...	...
Sholápur ...	High School, Sholápur ..	1	(20)	(15)	(12)	...	...	(20)	...	...	...	(20)	...	...
Khándesh ...	Do. Dhulia ...	1	(24)	(19·2)	(16·7)	...	...	(24)	...	...	...	(20)	...	...
Ahmednagar ...	Do. Ahmednagar...	1	(31)	(33·2)	(24·1)	...	...	(30)	...	...	(1)	(21)	...	...
Násik	Do. Násik... ...	1	(9)	(10·2)	(7·6)	...	...	(9)	...	...	...	(2)	...	...
Broach ...	Do. Broach ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Surat	Do. Surat... ...	1	(34)	(29)	(18)	...	...	(31)	(2)	(1)	...	(34)	...	...
Kaira	Do. Nadiád ...	1	(56)	(36)	(21)	...	...	(54)	...	(2)	...	(56)	...	...
Belgaum ...	Do. Belgaum ...	1	(90)	(51·4)	(51·2)	...	...	(90)	...	...	...	(90)	...	...
... ..	Do. Vernacular ...	..	7	9	7	...	...	7	...	...	...	...	...	...
Hyderabad ...	Do. Hyderabad ...	1	(22)	(18·2)	(13·5)	...	...	(20)	(1)	...	(1)	(22)	...	...
		...	(286)	(212·2)	(164·1)	..	...	(278)	(3)	(3)	(2)	(265)	...	...
	Total Agricultural ...	9	18	26	20	...	...	15	...	3	...	11	...	..
	D.—FOREST CLASS.													
	Government.													
Poona	College of Science, Poona ...	1	11	11	10	...	...	11	...	...	..	...	...	...
	E.—SCHOOL OF ART.													
	Government.													
Bombay ..	School of Art, Bombay ...	1	177	155	112	9	25	102	2	34	5	177	...	..
	F.—DRAWING CLASSES.													
	Government.													
Bombay, Thána, Ratnágiri and Sholápur.	Central Division	10	(404)	(428)	(345)	...	(2)	(254)	(14)	(131)	(3)	(404)	...	...
Khándesh, Ahmednagar and Násik.	North-East Division ...	3	(201)	(182)	(140·1)	...	(4)	(175)	(11)	(9)	(2)	(201)	...	...
Broach ...	Northern Division	1	(17)	(19·3)	(16·1)	...	...	(2)	...	(15)	...	(17)	...	...
Belgaum, Dhárwár and Kárwár.	Southern Division	3	(92)	(62·6)	(55·6)	...	...	(92)	...	...	...	(92)	...	...
	Total Drawing Classes ...	17	(714)	(691·9)	(556·8)	...	(6)	(523)	(25)	(155)	(5)	(714)	...	...
	G.—INDUSTRIAL SCHOOLS.													
	Government.													
Ratnágiri ...	Industrial School, Ratnágiri	1	80	68	55	...	...	80	...	...	...	...	...	...
Khándesh ...	Do. Dhuliá ...	1	(1)	(5·3)	(5·1)	...	...	(1)	...	...	...	(1)	...	...
Dhárwár ...	Do. Dhárwár.	1	69	58·8	45·8	...	1	44	24	...	...	...	...	...
		...	(1)	(5·3)	(5·1)	...	...	(1)	...	...	...	(1)	...	...
	Total ...	3	149	126·8	100·8	...	1	124	24	...	...	...	...	...

No. VI.

Technical Training for the official year 1881-82.

31st March learning			Expenditure.									Annual cost of educating each Scholar.		Remarks.
Marathi.	Gujarati.	Kánarese.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	
8D	8E	8F	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
...	...	...	4,604	...	...	...	...	...	...	...	4,604	93 15 5	.....	
...	...	...	14,306	...	...	18	...	...	...	...	14,324	247 13 1	247 7 9	
...	...	...	2,540	...	...	...	...	...	...	...	2,540	181 6 10	181 6 10	
...	...	...	21,450	...	...	18	...	...	...	...	21,468	177 13 3	177 10 2	
...	...	...	1,522	...	...	...	...	...	...	...	1,522	258 0 0	258 0 0	
...	...	...	5,353	...	...	...	...	...	...	880	6,233	479 7 5	411 12 4	
...	...	...	—342	...	...	...	500	...	...	787	945	78 12 0	.....	
(4)	...	..	919	103	...	...	400	...	...	...	1,422	85 3 8	55 1 1	
(10)	...	...	810	301	...	...	285	...	...	...	1,396	57 14 9	33 9 9	
(7)	...	...	953	118	...	...	350	...	...	...	1,421	186 15 6	125 6 3	
...	...	...	534	...	...	...	205	...	...	...	739	.....	.....	
...	...	...	711	...	...	9	...	...	...	...	720	40 0 0	39 8 0	
...	...	..	600	...	...	...	...	120	...	...	720	34 4 7	28 9 2	
...	...	...	792	475	...	...	480	21	...	73	1,841	31 10 1	13 9 8	
...	...	7												
...	...	...	900	...	...	...	...	...	...	...	900	66 10 8	66 10 8	
(21)	...	...	11,230	997	...	9	2,220	141	...	1,740	16,337	88 11 10	60 15 11	
...	...	7	...	...	...	...	...	...	...	...	...	.....	.....	
...	...	...	1,740	...	...	...	...	...	...	...	1,740	174 0 0	174 0 0	
...	...	...	25,128	...	6,464	1,586	...	...	...	3,839	37,017	330 8 2	224 5 9	
...	...	...	1,634	...	...	1,150	...	...	...	..	2,784	8 1 1	4 11 9	
...	...	...	895	...	...	84	...	...	...	...	979	6 15 9	6 6 2	
...	...	...	171	...	...	29	...	...	...	...	200	12 6 9	10 9 11	
...	...	...	786	...	...	...	...	...	...	...	786	13 2 1	13 2 1	
...	...	...	3,486	...	...	1,263	...	...	...	...	4,749	8 8 5	6 4 2	
80	...	...	...	...	...	..	...	...	...	3,916	3,916	71 0 3	.....	
...			...	303	...	...	...	...	...	...	303	59 6 6	.....	
...		69	5,000	516	...	...	...	...	...	9,097	12,613	275 6 3	65 8 0	
80	...	69	3,000	819	...	...	...	...	...	13,013	16,832	158 15 0	28 5 3	
...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Total number of Scholars on the Roll on 31st March.	Average number on the Rolls during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on		
						Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Sanskrit.	Persian.
1	2	3	4	5	6	7A	7B	7C	7D	7E	7F	8A	8B	8C
	G.—INDUSTRIAL SCHOOLS —*continued.*													
	Aided.													
Bombay ...	Industrial School, David Sassoon's, Bombay ...	1	208	204	153	...	7	119	67	14	1	45	...	...
Sholápur ...	Robertson's Industrial School, Pandharpur ...	1	65	45	36	...	...	57	8	...	...	...	...	...
Surat	Industrial School, Surat ...	1	51	50	36	...	...	16	...	35	...	...	...	...
	Total ...	3	324	299	225	...	7	192	75	49	1	45	...	...
	Unaided.													
Cutch	Industrial School, Bhuj ...	1	36	40·8	29·7	...	...	36	...	...	...	...	...	...
		..	(1)	(5·3)	(5·1)	...	...	(1)	...	...	...	(1)	...	...
	Total Industrial ...	7	509	466·6	355·5	...	8	352	99	49	1	45	...	...
	H.—NORMAL SCHOOLS FOR MASTERS.													
	Government.													
Poona	Training College, Poona ...	1	145	142	123	...	...	139	6	...	..	...	139	...
Ahmedabad ...	Do. Ahmedabad ...	1	91	82·7	72·9	...	...	78	13	..	...	...	...	...
Dhárwár ...	Do. Dhárwár..	1	100	98·7	84·8	...	...	91	9	...	...	...	93	7
Hyderabad ...	Do. Hyderabad	1	24	29·4	27·2	...	...	13	11	...	...	...	...	...
	Total ...	4	360	352·8	307·9	...	...	321	39	...	...	...	232	7
	Unaided.													
Ahmednagar ...	Normal School, Ahmednagar	1	46	44	42	...	46	...	...	...	...	46	...	...
Káthiáwár ...	Do. Rájkot ..	1	61	61·5	57·5	...	...	58	3	...	...	...	...	...
Kolhápur ...	Do. Kholápur ...	1	13	18·6	16·3	...	...	13	...	...	...	...	13	...
	Total ...	3	120	124·1	115·8	...	46	71	3	...	...	46	13	...
	Total Normal Schools for Masters	7	480	476·9	423·7	...	46	392	42	..	...	46	245	7
	I.—NORMAL SCHOOLS FOR MISTRESSES.													
	Government.													
Poona	Training College, Poona ...	1	42	36	31	...	...	40	1	...	1	...	...	...
Ahmedabad ...	Do. Ahmedabad	1	31	29·2	25·7	...	4	22	...	5	...	...	...	...
	Total Normal Schools for Mistresses	2	73	65·2	56·7	...	4	62	1	5	1	...	...	...
		48	(1,001)	(909·4)	(726·0)	...	(6)	(802)	(28)	(158)	(7)	(980)	...	...
	Grand Total ...	...	1,421	1,329·1	1,104·6	9	89	1,045	162	95	21	432	245	7

The figures in brackets

No. VI.—*concluded.*

the 31st March learning					Expenditure.									Annual cost of educating each Scholar.		
Marathi.	Gujarati.	Hindustani.	Kánarese.	Sindi.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other sources.	Total.	Total Cost.	Cost to Government.	REMARKS.
8D	8E	8F	8G	8H	9A	9B	9C	9D	9E	9F	9G	9H	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
90	73	...	...	...	3,900	...	1,571	444	...	...	...	7,166	13,081	85 7 11	25 7 10	
65	...	...	..	...	...	...	...	...	...	...	...	...	...	.....	.....	
...	51	...	...	...	2,000	...	1,958	...	...	...	...	1,578	5,536	153 12 5	55 [illegible]	
155	124	...	...	...	5,900	...	3,529	444	...	...	...	8,744	18,617	82 11 10	21 12 6	
...	36	...	...	...	...	...	...	...	...	...	4,353	...	4,353	146 9 1	.....	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	.....	.....	
235	160	..	69	...	8,900	819	3,529	444	...	...	4,353	21,757	39,802	110 6 0	24 10 10	
139	...	6	...	...	14,637	5,303	...	...	...	...	...	...	19,940	162 1 10	119 0 0	
...	91	...	...	...	8,324	3,873	...	2	...	...	...	...	12,199	167 5 5	114 2 11	
...	...	...	100	...	9,077	5,452	...	...	...	...	...	...	14,529	171 5 3	107 0 7	
...	...	...	...	24	3,138	...	...	...	...	...	...	...	3,138	115 5 10	115 5 10	
139	91	6	100	24	35,176	14,628	..	2	...	...	...	...	49,806	161 8 10	114 4 3	
46	...	...	...	...	...	...	...	...	...	..	...	...	...	.....	.....	
...	61	...	...	...	...	...	...	...	...	...	8,676	212	8,888	154 9 2	.....	
13	...	...	...	...	...	...	..	...	...	...	2,309	...	2,309	141 10 8	.....	
59	61	...	...	...	...	...	...	...	...	...	10,985	212	11,197	96 11 0	.....	
198	152	6	100	24	35,776	14,628	...	2	...	...	10,985	212	61,003	143 15 7	83 0 4	
42	...	...	...	...	7,349	1,897	600	...	...	...	...	...	9,846	317 9 10	237 1 0	
...	31	...	...	...	7,889	857	...	...	600	...	...	...	9,346	363 10 6	306 15 5	
42	31	...	...	...	15,238	2,754	600	...	600	...	...	...	19,192	338 7 8	268 11 11	
(21)	...	...	...	...	..	...	...	...	...	...	...	...	...	.....	.....	
475	343	6	176	24	123,870	19,198	10,593	3,322	2,820	141	15,338	27,548	202,830	111 6 6	68 0 7	

are counted under High and Middle schools.

426 = 59,[illegible]

No. 1764.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 7th October 1882.

Letter from the Director of Public Instruction, No. 3870, dated 19th September 1882—Submitting the Annual Report for 1881-82, and stating that the annual tables which are in the Press have to be added, and according to custom the Resolution of Government on the report should be printed at the end.

RESOLUTION.—Few remarks are called for from Government on the present report, as a Commission appointed by the Government of India is now engaged in enquiring into the whole subject of Public Instruction, and under the system of Local Self-government that is being simultaneously introduced, the close attention of Municipalities and other local bodies will be drawn to the same subject. It will not be surprising if there should result some departures from the system of public instruction actually in force, and any changes whereby education may be extended will be welcomed by the Governor in Council. It is satisfactory however to note from the evidence of the present report that the present system as it stands has the confidence of the people, and under it education is steadily spreading, though doubtless much remains to be done, and progress may certainly be expected from a still greater consultation of the wishes of the people.

2. 361 new schools and 41,917 new pupils have in the last year come under the supervision of the Department. Of these 243 schools with 30,643 pupils are purely Government institutions, the remainder being privately managed institutions aided, or inspected by the Department. The total number of schools now stands at 5,704 with 358,891 pupils.

3. The number of schools for girls has been increased by 28, and there are 2,305 additional girl pupils. The total number of schools for girls is now 326 with 19,917 pupils, but the Director of Public Instruction has given these figures as exclusive of 28 schools of the high and middle class, and of many girls, whose number should have been stated, attending boys' schools.

4. The number of pupils attending Government High Schools has increased by 582. Five aided schools have been promoted from the rank of Middle Schools to that of High Schools, and in these, and in inspected High Schools, the number of pupils has risen by 249.

5. It is to be particularly noted that the number of pupils on the rolls of the Elphinstone School has increased from 795 to 905, and although increased expenditure on the teaching staff has been thereby necessitated, the increase of fees has reduced the average annual cost of each pupil from Rs. 15 to Rs. 10.

6. The success of the Government High Schools in passing candidates for Matriculation has been slightly less than last year—that is to say, 171 passed out of 460 candidates, against 173 out of 430 candidates. Including candidates from privately managed schools, and candidates prepared at home, 388 passed against 429 in the previous year. The percentage of successful candidates in the case of Government High Schools is 37·17, and in the case of privately managed High Schools is 33·07.

7. In the University Examinations—

The Previous Examination has been passed by...	71 out of 278	candidates.
The First Examination for B.A. degree by .	34 out of 88	"
The Final Examination for B.A. degree by...	36 out of 125	"
The Examination for M.A. degree by ...	3 out of 8	"

whereas the numbers last year were respectively—

In the Previous Examination	71 out of 150	candidates.
" First Examination for B.A. degree...	108 out of 255	"
" Final Examination for B.A. degree...	34 out of 100	"
" Examination for M.A. degree ...	4 out of 7	"

8. The Governor in Council regrets to notice that the new college for Gujarát which was opened in March 1879 is not as yet showing satisfactory results. The people of Gujarát have displayed a laudable desire to see their Province provided with a college, capable like the Deccan College at Poona of teaching up to the standard required for the highest University Degree. A subscription list had been opened in 1856 and in the year 1861 the subscriptions reached Rs. 75,543. In that year an institution was established to teach Law, Logic and History, and was called the Gujarát Provincial College. Half its expense was borne by Government. But after an existence of eleven years this institution was abolished as not providing what was really wanted. In the meantime, however, the Endowment Fund was raised over a lakh of rupees by fresh subscriptions and interest on investments; but it still remained far short of the sum necessary as an endowment for an Arts College of the first rank. In March 1879, however, the Committee being in a position to secure a yearly income of Rs. 8,000 composed of interest on endowment, fees, and a Municipal contribution (Rs. 3,000), the Government promised to aid by a yearly grant of such excess expenditure as might be necessary up to Rs. 8,000. Aid was also given in the shape of the services of two Fellows paid from the Dakshina Fund, and of the liability for the pension of the College Principal and Professors which the Government undertook. A college was accordingly established, but qualified only to teach up to the standard of the University for the F. E. A. Examination. The promoters of the institution are still most anxious to see it improved, and strengthened, so that it should be recognised by the University as qualified to teach up to the standard required for the M.A. degree; but the present object of Government is to note its success as teaching up to the F.E.A. Standard since its establishment in March 1879.

In the first year the average daily attendance was 16, but by the end of the year the number on the rolls reached 39. In the second year the average attendance was 28 and the number on the rolls at the end of the year had fallen to 24. In the third year the average attendance was 17 and the number on the rolls fell to 9.

The non-success of candidates sent up for University Examination is at the same time reported. In 1880-81 only 2 out of 6 candidates passed the F.E.A. Examination, and only 6 out of 37 candidates passed the Previous Examination. In 1881-82 only 2 out of 22 candidates passed the Previous Examination.

The Director of Public Instruction accounts for the falling off in attendance mainly by referring to the College Class which has been opened at Baroda and in which lower fees are charged. In regard to that class, and the extent to which it is used by students who would naturally attend a College at Ahmedabad, if the college at that place answered their needs, the Governor in Council desires to be furnished by the Director of Public Instruction with a full and early report. The Governor in Council would also be glad to learn whether the College Class at Baroda has been recognised by the University as teaching up to the examination for B.A. degree, and if so, what is the cost and strength of the teachers in the Baroda College Class as compared with the Gujarát College at Ahmedabad.

The establishment of the Baroda College, however, will not account for the failure of the candidates sent up to the University from the Gujarát College at Ahmedabad, and the most serious attention of the Director of Public Instruction and the Principal of the College is required to this matter. A report on the whole subject of this college has been promised to Government by the Committee in charge of its interests, and the Governor in Council trusts that this report will soon be placed before him.

9. There are now 211,536 pupils in the Primary Schools supported by the cess, of whom 131,588, *i.e.*, 69·19 per cent., are children of cess-payers. The number of Kunbis attending is reported to be 8,055 more than in the previous year.

10. There has been a satisfactory increase in the number of Mahomedans at school in all four Divisions and in Sind. The number has risen from 35,865 to 41,688 showing an increase of 5,823. It is to be noted that in the year under report two Mahomedan gentlemen have been added to the staff of Deputy

Inspectors, for the special purpose of attending to the schools and classes for Mahomedan pupils.

11. The number of indigenous schools now registered by the Department and receiving small grants amounts now to 73 with 3,548 pupils, showing a decrease of two in the number of schools, but an increase of 173 in the number of pupils. The enquiries now on foot will no doubt lead to an accurate ascertainment of the number of indigenous schools still unconnected with the Department. And one of the most interesting questions for consideration will be how far the education of the people can be advantageously transferred to the indigenous schools when offered aid sufficient to overcome their aversion to Departmental supervision. It is noted that Mr. Giles, the Inspector of the Northern Division, thinks that the utility of these schools would be much increased if a grant in their aid could be provided at the rate of Rs. 1,000 for each Zilla.

12. It is satisfactory to note that there is an active demand in the villages for more schools than can be as yet supplied, and the disposition of the people for education may also be argued from the increase of 35 in the number of night-schools with 1,037 additional pupils. These night-schools have now reached the number of 134 with 3,919 pupils. The pupils appear to be mostly adults.

13. The Director of Public Instruction reports the increased assistance that has been received from the Municipalities of Bombay, Surat and Ahmedabad. But the whole question of the duty of Municipalities to provide for primary education will now be brought home to them as involved in the extension of the principle of Local Self-government. At present the towns pay no tax whatever analogous to the Educational cess that is levied in the Districts.

14. The Inspectors and other Officers of the Department whose proceedings have now been reported are entitled to the acknowledgments of Government for the zealous attention they have paid to their duties.

C. GONNE,
Chief Secretary to Government.

To

The Director of Public Instruction,
The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors,
The General Department of the Secretariat,
The Editors' Table,
The Government of India,
Her Majesty's Secretary of State for India. } By letter.